

R4

USAID/CENTER FOR HUMAN CAPACITY DEVELOPMENT

Results Review and
Resource Request (R4)

7 April 2000

Please Note:

The attached FY 2002 Results Review and Resource Request ("R4") was assembled and analyzed by the country or USAID operating unit identified on this cover page.

The R4 is a "pre-decisional" USAID document and does not reflect results stemming from formal USAID review(s) of this document.

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Released on or after Oct. 1, 2002

Cover Memo

Attached is G/HCD's R4 for FY 2002, reporting on results of our programs in FY 1999 and requesting resources for FY 2002.

Minor changes are reported in the indicators for two SSOs:

For SSO2, indicator 2.2.2 "Number of significant new funding sources beyond host country public sector investments" was dropped after last year's R4. Indicator 2.0.2, "Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups" has been changed to "Percentage of female participants in selected linkage programs" and is now indicator 2.2.2. Indicator 2.0.1 has been changed from "Number of host country institutional responses to development needs" to "Number of expanded host country partnerships and intersectoral networks."

For SSO4, indicator 4.0.1 "Number of countries with publicly accessible telecommunications services" has been changed to "Number of countries implementing national programs to extend telecommunications services to the under-served."

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R4 Part I: Overview and Factors Affecting Program Performance

Introduction

During FY 1999, the Strategic Plan of the Center for Human Capacity Development (G/HCD) was completed and approved. The Plan is streamlined and ambitious, with projected activities for global leadership and support to missions in basic education, workforce development and higher education, in-country and international training, and telecommunications.

FY 1999 was a successful year for the Center. Indicator targets for all SSOs were achieved. Indeed, the results for most targets greatly exceeded expectations. This achievement is not due to an understatement of expected results but rather to the exceptional leadership abilities of all Team Leaders, the excellent performance of team members, the strength of their team spirit, and their outstanding collaborative processes with regional bureaus, field missions and partner organizations.

Basic Education (SSO1)

In a world with over 130 million school-age children, two-thirds of whom are girls, not in school, the work of G/HCD's basic education team is the Center's top priority. Basic education provides one of the highest rates of return on investment. USAID's leadership in this field is critically important because developing nations and other donors look to our Agency to help set the agenda and make significant investments in basic education. During FY 1999, the Basic Education Team (SSO1) provided global leadership and regional support especially for AFR and LAC, and mission field support in over 23 nations. The Center's groundbreaking work for improving educational statistics with UNESCO's Institute for Statistics and UNICEF warrants special mention, along with the worldwide dissemination of 22 studies on basic education. During FY 1999, the Center provided leadership on the Steering Committee for "Education for All", whose World Conference will be held in Dakar in April 2000. The Center worked closely with UNESCO, UNICEF, the World Bank, the Inter-American Development Bank (IDB), the Association for the Development of Education in Africa (ADEA), and SEAMEO to strengthen regional networks in basic education. G/HCD began new regional efforts for early childhood development and secondary and youth education reform. Mission field support was provided especially for educational policy planning and reform to improve access to basic education for under-served populations, including children with disabilities – an interagency leadership issue for this SSO Team. Other priority areas included overcoming barriers to girls' and women's education, the improvement of educational quality and accountability, and the development of innovative pilot programs using information technologies.

During FY 1999, the SSO1 Team designed the "School Works!" program that will use basic education to combat abusive child labor. To carry out this program and replace Advancing Basic Education and Literacy (ABEL2), a new mechanism, Basic Education and Policy Support (BEPS) was developed to focus especially on assisting field missions with education reform support through participatory policy development and planning. BEPS will also provide key technical assistance for nations in crisis and for regional bureaus with priority regional and mission programs in basic education. Work under Improving Educational Quality (IEQ2) and LearnLink's distance teacher training and community learning centers programs continued successfully with major new programs in over eight nations. The SSO1 Team continues to work closely with G/PHN regarding early childhood development and household-level statistics surveys, with G/ENV to conduct the highly successful GreenCom program, and G/DG and G/WID to prepare the "School Works!" program, civic education activities and crisis interventions.

Higher Education and Workforce Development (SSO2)

FY 1999 was a banner year for SSO2. Increasingly, the World Bank, Inter-American Development Bank, and other multilateral development banks and developing nations are requesting technical cooperation for higher education reform with the goal of achieving more rapid and effective social and economic development. The number of higher education and workforce partnerships increased greatly with large buy-ins from regional bureaus and individual missions. As a group, the partnerships leveraged over 200 percent of USAID's investments in counterpart funding, and much more was provided through in-kind donations, making higher education and workforce development partnerships one of the most cost-effective mechanisms available to missions and regional bureaus. Striking results already have been registered from all higher education partnerships established to date. In addition, a new International Development Program (IDP) for higher education partnerships with Historically Black Colleges and Universities (HBCUs) was inaugurated in FY 1999, and regional bureaus agreed to contribute equitably toward the core support of this program. The Advanced Training Leadership and Skills program (ATLAS), currently in its last year of core funding, recorded major leadership achievements on the part of graduates.

The Workforce Planning Team that includes G/EGAD, G/DG and G/WID pioneered the development of new tools for policy appraisals and conducted technical assistance activities in South Africa and Egypt, with new interest expressed by Sri Lanka, Guatemala, Zambia, Mali and Uganda. Other missions are requesting similar and expanded assistance, leading this team to configure a new mechanism with small core funding that will accept mission buy-ins and complement and greatly expand current technical capacity. Responding to mission demand, workforce partnerships with community colleges increased notably, and a new mission support system was developed in El Salvador through the design of a creative community college and outreach partnership program.

All in all, the expanded demand for higher education partnerships and for technical assistance from G/HCD to help missions design new higher education and workforce development programs has led SSO2 team to request expanded funding and staff support for FY 2002 (see Resource Request).

In-Country and International Training (SSO3)

A major evaluation of USAID's training programs in field missions was conducted in FY 1999. It showed that the great majority of current training activities is conducted in host-nations. Participant training in the U.S. has declined by two-thirds since 1994, and third country training continues to be used by some missions in preference to more expensive training in the U.S. Although the training team continues to provide essential field support for missions, its reduced staff level will not permit G/HCD to respond to all mission requests for training assistance. These requests include the progressive implementation and maintenance of the TraiNet planning and reporting system, technical advice for field staff, and management of Global Training and Development (GTD), a comprehensive training mechanism for missions. G/HCD plans to train mission staff in the use of TraiNet, to the extent of funds available, and to transfer to M/IRM the maintenance and operation of the TraiNet software. However, in light of the evaluation of participant training programs in USAID, and a notable decline in the use of GTD, the SSO3 team has decided to focus more upon the improvement of performance in national training institutions and the progressive implementation of distance training in mission-sponsored programs. In this regard, the Global Evaluation and Monitoring (GEM) mechanism was awarded in FY 1999. During FY 2000, the Team will design a revised GTD2 that will be less costly and easier for missions to use.

In addition, the SSO3 Team represents USAID and plays an active role on the Interagency Working Group for International Exchanges and Training (IAWG) that is led by the Department of State and includes over 36 federal agencies. Annually, USAID provides a detailed monitoring report on U.S. and third country training to the IAWG, as well as general information on the types of in-country and distance training provided by USAID. A major achievement of the SSO3 Team was the adoption of many of the key elements of the TraiNet system by the IAWG for the use of all federal agencies. The IAWG is promoting a reinvigoration of U.S. participant training for reasons of foreign policy, trade and international security. Thus, it is not unlikely that greater U.S. government emphasis will be placed upon international training in the coming months and years. It is anticipated that an expanded budget will be required to meet increased mission demand for support of both in-country and international training, promote the use of cost-effective information technologies for training, and meet growing IAWG requirements for monitoring and reporting in the future.

Telecommunications and Information Technology (SSO4)

During FY 1999, G/HCD provided the leadership and technical support required for implementing the activities of the Agency-wide Information Technology Team and the development of the Presidential Initiative for Internet for Economic Development (IED). In addition to collaborating closely with the World Bank regarding a series of knowledge management and distance learning activities, the SSO4 Team made major progress in several nations toward building modern telecommunications systems with greater access and affordability for under-served populations.

SSO4 increased its work with the Department of State, Federal Communications Commission, Department of Commerce and other federal agencies to provide technical assistance to nations regarding telecommunications policies. It exceeded its objectives for training in telecommunications through the U.S. Telecommunications and Training Institute (USTTI). Finally, new models for distance learning and community information and learning systems are being implemented in Romania, Morocco, Namibia, Benin, Egypt and Ghana, and several others are in the early planning stages. These activities of the SSO4 Team will help to overcome the Digital Divide. This Team's activities are expected to expand notably during FY 2000 to 2002, thereby requiring substantially increased funding support.

Adjustments to Indicators and Targets/Area for Improvement

A few program modifications and revisions in IR indicators and targets have occurred as a result of program experiences, evaluations and budgetary cutbacks during FY 1999. These program modifications and changes in indicators and targets are discussed in each section. Although only four indicators per SSO may be presented in this year's R4, the Center is continuing to monitor the results for all other current indicators.

The Center has benefited from the PPC/CDIE study on "intersectoral partnerships" and is searching for better ways to measure results for diverse higher education partnerships and reform activities. This "area for improvement" will receive special attention during FY 2000, in collaboration with PPC.

R4 Part II Results Review by SO

Text for SSO 1

Country/Organization: Center for Human Capacity Development

Objective ID: 935-001-01

Objective Name: Strategic Support Objective 1: Improved and expanded basic education, especially for girls, women and other under-served populations

Self Assessment: On Track

Self Assessment Narrative: SSO1 for Basic Education has met or exceeded all its expectations for performance.

Primary Link to Strategic Agency Framework: 3.1 Access to Ed/Girls' Education
(please select only one)

Secondary Link to Strategic Agency Framework:
(select as many as you require)

- | | |
|--|--|
| <input type="checkbox"/> 1.1 Private Markets | <input type="checkbox"/> 1.2 Ag Development/Food Security |
| <input type="checkbox"/> 1.3 Economic Opportunity for Poor | <input type="checkbox"/> 2.1 Rule of Law/Human Rights |
| <input type="checkbox"/> 2.2 Credible Political Processes | <input checked="" type="checkbox"/> 2.3 Politically Active Civil Society |
| <input type="checkbox"/> 2.4 Accountable Gov't Institutions | <input checked="" type="checkbox"/> 3.1 Access to Ed/Girl's Education |
| <input checked="" type="checkbox"/> 3.2 Higher Ed/Sustainable Development | <input type="checkbox"/> 4.1 Unintended Pregnancies Reduced |
| <input type="checkbox"/> 4.2 Infant/Child Health/Nutrition | <input type="checkbox"/> 4.3 Child Birth Mortality Reduced |
| <input checked="" type="checkbox"/> 4.4 HIV/AIDS | <input type="checkbox"/> 4.5 Infectious Diseases Reduced |
| <input type="checkbox"/> 5.1 Global Climate Change | <input type="checkbox"/> 5.2 Biological Diversity |
| <input type="checkbox"/> 5.3 Sustainable Urbanization/Pollution | <input type="checkbox"/> 5.4 Environmentally Sound Energy |
| <input type="checkbox"/> 5.5 Natural Resource Management | <input checked="" type="checkbox"/> 6.1 Impact of Crises Reduced |
| <input type="checkbox"/> 6.2 Urgent Needs in Time of Crisis Met | <input type="checkbox"/> 6.3 Security/Basic Institutions Reestablished |
| <input type="checkbox"/> 7.1 Responsive Assist Mechanisms Developed | <input checked="" type="checkbox"/> 7.2 Program Effectiveness Improved |
| <input checked="" type="checkbox"/> 7.3 Commit Sustainable Development Assured | <input checked="" type="checkbox"/> 7.4 Technical/Managerial Capacity Expand |

Link to U.S. National Interests: Economic Prosperity

Primary Link to MPP Goals: Economic Development

Secondary Link to MPP Goals (optional): Global Growth and Stability

Summary of the SSO:

Limited access to basic education is increasingly a problem of gender and/or minority status within individual societies. It is also a problem of Sub-Saharan Africa and South Asia, because it is there that during the past 10 years there has been the least progress made in narrowing the access gap. Activities to achieve this SSO, including those under subsidiary Intermediate Results (IRs), as well as progress indicators, focus on special efforts to expand access for underserved groups. In addition, this SSO reflects the reality that mere access to basic education of poor quality is insufficient to build the level of human capacity essential for sustainable development and achieving national competitiveness. Improvements in quality are also required. In many cases, quality issues are also directly relevant to access concerns; e.g., poor educational quality or unfriendly educational environments contribute especially to low female attendance and retention and completion rates in basic education.

Key Results:

G/HCD's technical leadership role under this SSO includes stimulating research and transferring knowledge among countries on "best practices" addressing various factors which affect the expansion and improvement of basic education. Three indicators measure progress in enhancing access at the SSO level, although only the first one will be reported in this R4. Over the strategy period, the gross primary school enrollment ratio (a weighted average of countries with USAID basic education programs chosen because of the availability of data) is projected to increase by one percent annually over the FY 1998 average base of 88 (1.0.1). This target was exceeded for FY 1999. The primary school gender equity ratio and the primary school retention/survival rate to grade five, which are tracked but not included in this report, are also projected to increase one percent annually over the FY 1998 base (1.0.2 and 1.0.3, respectively). Although these three indicators are, arguably, only within the manageable interest of host country governments, they are useful in defining worldwide basic education trend lines against which the progress of individual countries or regions can be assessed.

Performance and Prospects:

IR 1.1: "Basic education policies strengthened and institutional capacity built." Policies and institutional capacity can have direct impact on both access and educational quality. Curriculum reform, for example, can have both policy and institutional aspects; unreformed curricula reduce incentives for attendance and limit achievement even by faithful students. One quantitative indicator has been selected to measure G/HCD's technical leadership and field support success in this area: the number of countries in which G/HCD strategies, assessments, analyses, techniques and lessons learned were applied for improving basic education policies and institutions (1.1.1). Under the ABEL 2 and IEQ II projects, a total of 11 countries used or incorporated at least one of G/HCD's policy or institution-building tools into their program portfolio in FY 1999, thereby exceeding the target. (Another indicator that will not be reported this year but still being tracked is: the quality of revised educational policies in countries that have used G/HCD policy tools [1.1.2]. Data for FY 1999 indicates that policies strengthened and/or institutional capacities enhanced have tended to be key items on national education agendas.)

IR 1.2: "Knowledge about formal and out-of-school basic education learning environments generated and disseminated." One indicator has been selected to measure this result: the number of studies or research activities carried out each year in this area (1.2.1). For this indicator, a total of 22 studies or activities were conducted in FY 1999, thus exceeding the target level of 20. (The second indicator that will not be reported but will still be tracked is: the number of

countries applying or piloting classroom-level interventions or using other G/HCD direct technical assistance to improve the quality of basic education [1.2.2].)

IR 1.3: "Access to quality basic education improved through the application of educational technology." One indicator has been selected to measure progress against this IR: the cumulative number of education institutions applying G/HCD "models of use" that increase access to quality basic education (1.3.2). A "model of use" is a bundle of technologies and applications that provide a focus for the use of information technology within a sector.) Two institutions applied "models of use" to increase access to quality basic education through education technology: in Morocco, the Ministry of National Education applied the model of use to improve its primary school teacher training quality through an interactive network. The network assists in reducing teacher isolation through electronic communication; provides access to the Internet for information; and establishes interactive platforms for developing indigenous curriculum materials; in Egypt, the Ministry of Education applied the model of use to improve multi-grade schools for girls through the development of general and gender-specific teacher training resource materials as well as through programs for teaching English as a foreign language via Interactive Radio Instruction (IRI). (The indicator that will still be tracked but not reported is: the cumulative number of information technology "models of use" developed [1.3.1].

Indicators for the remaining 3 Basic Education IRs, not included in this R4, will continue to be monitored and their progress is on track. These additional IRs are: 1.4: The accuracy, timeliness and accessibility of data for basic education policy and program planning improved; 1.5: Capacity for providing basic education in countries in crisis or transition increased; and 1.6: Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development.

Possible Adjustments to Plans:

While we see no necessary adjustment to plans for the coming year yet, we want to remain flexible in managing for results. For example, last year we had planned to work with INNOTECH in Manila on getting ABEL publications into the hands of evaluation practitioners in the ANE region. When a change of INNOTECH's leadership stalled that effort, we switched our sights, redirecting our resources to its parent organization, the SEAMEO Secretariat. Two seminars with the Secretariat produced several invitations from member countries. An ABEL technical assistance team in fact worked in Laos through the final day of the ABEL contract. This momentum will be carried on by the Basic Education and Policy Support (BEPS) project.

Other Donor Programs:

Donor coordination with UNESCO has been essential for the development and annual updating of G/HCD's Global Education Database (GED) which is downloadable from the Internet and available on CD-ROM. Also, collaboration with the World Bank, UNICEF and UNESCO has informed the DHS EdData activity, which is developing a guide for the analysis of EdData in collaboration with the UNESCO Institute of Statistics. Special collaborations with UNICEF, UNESCO, IIEP, and the World Bank in the fields of secondary education and education in crisis nations were begun during FY 1999. The SSO Team has collaborated with the Education for All secretariat in UNESCO and over 35 multilateral and bilateral programs to help prepare for the World Conference on Education for All.

Major Contractors and Grantees:

The major contractors are:

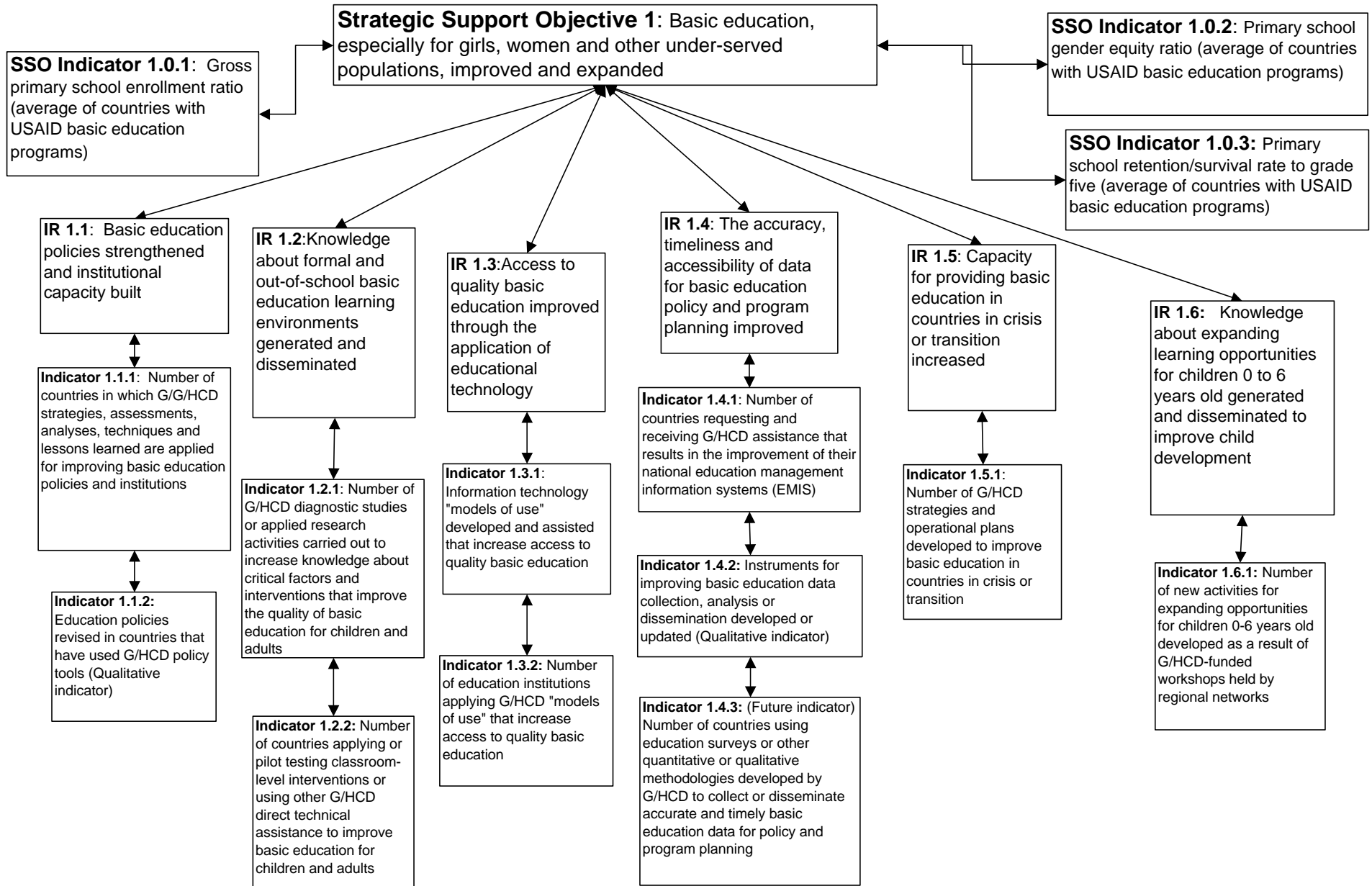
ABEL2: The Academy for Educational Development (AED), Education Development Center (EDC), Creative Associates International, Inc., Florida State University, Research Triangle Institute (RTI)

IEQII: American Institutes for Research in the Behavioral Sciences (AIR), University of Pittsburgh, DevTech Systems, Inc.

DHS EdData: Macro International

LearnLink: Academy for Educational Development (AED)(IQC)

TAACS: The Centre for Development and Population Activities (CEDPA)



Performance Data Table

Objective Name: Strategic Support Objective 1: Basic education, especially for girls, women, and other under-served populations, improved and expanded			
Objective ID: 935-001-01			
Approved: 1999		Country/Organization: Center for HCD	
Result Name:			
Indicator: 1.0.1: Gross primary school enrollment ratio (average of countries with USAID basic education program)			
Unit of Measure: percent	Year	Planned	Actual
Source: UNESCO education data accessible through USAID Global Education Database	1998	*	88
	1999	89	90**
Indicator/Description: Total number of children of any age enrolled in primary school divided by the total population of children of primary school age	2000	90	
	a2001	91	
	2002	92	
	2003	93	
Comments: * No planned result in FY 1998 because the table was not used in FY 1997. **Regional and world averages are population-weighted averages of all data available from countries in which USAID has significant programs in basic education. Regional averages are AFR- 80, ANE- 100, LAC- 107. 1 USAID defines the term basic education to include formal and non-formal education through primary schooling, secondary schooling, teacher training, adult literacy, and early childhood development. 2 The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO. These data are at least two years old by the time they are collected in country, sent to UNESCO, analyzed, and released to USAID for addition to the GED database. For gross enrollment ratios, the data that are available in 2000 provide a measure of enrollment in 1995-7 (see table in Additional Annex for more detail). Therefore, these data provide a better indicator of overall trends in education than a measure of year-to-year progress. G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs, and other donors. GER was chosen instead of net enrollment ratios (NER) because GER data are available for 16 of the 20 countries with USAID basic education programs. Targets are estimated and are based on the current rate of progress. Primary GER can rise above 100 percent because of over- and under-age children enrolled in primary school.	2004		

Performance Data Table

Objective Name: Strategic Support Objective 1: Basic education, especially for girls, women and other under-served populations, improved expanded				
Objective ID: 935-001-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 1.1: Basic education policies strengthened and institutional capacity built				
Indicator: 1.1.1: Number of countries in which G/HCD strategies, assessments, analyses, techniques, and lessons learned were applied for improving basic education policies and institutions				
Unit of Measure: Number of countries (cumulative)		Year	Planned	Actual
		1998	15	16
Source: Improving Educational Quality (IEQ 2) and Advancing Basic Education and Literacy (ABEL 2) projects, and G/HCD staff		1999	25	27
		2000	32	
		2001	42	
Indicator/Description: Countries that have used or incorporated at least one of G/HCD's policy or institution-building tools		2002	57	
		2003	72	
		2004		
Comments: In addition the the 16 reported last year, G/HCD contributed to improving basic education policies institutions in 11 countries: Bolivia (adding literacy to non-education NGO activities), Dominican Republic (review of education reform initiative), Ecuador (NGO capacity built for policy engagement), Ghana (community participation planning tool developed and applied), Guinea, Haiti, Honduras (education reform support workshops held for public/private partnerships), Mali (strategy developed for supporting curriculum reform), Philippines (policy training for education managers), Thailand (leadership development institute), Uganda (educational video produced and distributed)				

Performance Data Table

Objective Name: Strategic Support Objective 1: Basic education, especially for girls, women, and other under-served populations, improved and expanded			
Objective ID: 935-001-01			
Approved: 1999		Country/Organization: Center for HCD	
Result Name: IR1.2: Knowledge about formal and out-of-school basic education learning environments generated and disseminated			
Indicator: 1.2.1: Number of G/HCD diagnostic studies or applied research activities carried out to increase knowledge about critical factors and interventions that improve the quality of basic education for children and adults			
Unit of Measure: Number of studies or research activities (cumulative)	Year	Planned	Actual
	1998	30	32
Source: Improving Education Quality (IEQ 2), Advancing Basic Education and Literacy (ABEL 2), and G/HCD staff	1999	50	54
	2000	60	
	2001	75	
Indicator/Description: Baseline studies, school profiles and assessments of school factors demonstrating quality improvements	2002	95	
	2003	125	
	2004		
Comments: In addition to the 32 research activities reported last year, 22 new activities were conducted in FY 1999. IEQ: QUEST Evaluation (Mali), Step by Step (Bulgaria, Kyrgyzstan, Romania, and Ukraine), Limited Sector Assessment (Guinea), Ed Quality in Haitian Schools (Haiti); ABEL: Literacy's Rainbow (Ecuador), Following the Rainbow (Ecuador), Community Schools (Mali), Lessons from the BRAC Non-Formal Primary Education Program 1999 (Bangladesh), Lifeskills Curriculum Development Report (Mali), Resource Center Feasibility Study (South Africa), Social Mobilization Campaign for AIDS Awareness (Malawi), Involving Communities Applying ABEL 2 Research to Girls' Education in Ghana (Ghana), Involving Communities, A Companion Guide (Ghana), Management Needs Assessment of the Kwazulu-Natal Department of Education and Culture (South Africa), Evaluation of Radio Mathematics in Bolivia (Bolivia), Decentralization and Capacity Building in the Sahel (Sahel Regional), Second Annual Practioners' Conference of AETESA (South Africa), Final Report on the Ecuador Project (Ecuador), Paradigm Lost (Africa Region), Teacher Training in Mali (Mali), Educational Television in China, Where There Is No Teacher (worldwide)			

Performance Data Table

Objective Name: Strategic Support Objective 1: Basic education, especially for girls, women other under-served populations, improved and expanded				
Objective ID: 935-001-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 1.3: Access to quality basic education improved through the application of educational technology				
Indicator: 1.3.2: Number of education institutions applying G/HCD "models of use" that increase access to basic education				
Unit of Measure: Number of institutions (cumulative)		Year	Planned	Actual
		1998	8	10
Source: LearnLink project, G/HCD staff		1999	12	12
Indicator/Description: Institutions are counted if they are judged by USAID staff and experts in IT to have introduced a "model of use" into their operations		2000	14	
		2001	16	
		2002	19	
		2003	22	
Comments: Ten were reported last year; new institutions are the Ministry of National Education in Morocco and the Ministry of Education in Egypt		2004		

Text for SSO 2

Country/Organization: Center for Human Capacity Development

Objective ID: 935-002-01

Objective Name: Strategic Support Objective 2: The contribution of host country institutions of higher education to sustainable development increased

Self Assessment: Exceeding Expectations

Self Assessment Narrative: Requests for technical assistance across the entire post-basic education sector, i.e., higher education, workforce and youth skills development, is increasing. The team is achieving targets for the latter in spite of a lack of funding and resources. A revised flexible framework of improved indicators of short- and longer-term impacts is needed to assess results under SSO2.

Primary Link to Strategic Agency Framework:
3.2 Higher Education and Sustainable Development
(please select only one)

Secondary Link to Strategic Agency Framework:
(select as many as you require)

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1.1 Private Markets | <input checked="" type="checkbox"/> 1.2 Agricultural Development/Food Security |
| <input type="checkbox"/> 1.3 Economic Opportunity for Poor | <input checked="" type="checkbox"/> 2.1 Rule of Law/Human Rights |
| <input checked="" type="checkbox"/> 2.2 Credible Political Processes | <input checked="" type="checkbox"/> 2.3 Politically Active Civil Society |
| <input checked="" type="checkbox"/> 2.4 Accountable Gov't Institutions | <input checked="" type="checkbox"/> 3.1 Access to Education/Girl's Education |
| <input type="checkbox"/> 3.2 Higher Education/Sustainable Development | <input type="checkbox"/> 4.1 Unintended Pregnancies Reduced |
| <input type="checkbox"/> 4.2 Infant/Child Health/Nutrition | <input type="checkbox"/> 4.3 Child Birth Mortality Reduced |
| <input type="checkbox"/> 4.4 HIV/AIDS | <input checked="" type="checkbox"/> 4.5 Infectious Diseases Reduced |
| <input type="checkbox"/> 5.1 Global Climate Change | <input checked="" type="checkbox"/> 5.2 Biological Diversity |
| <input checked="" type="checkbox"/> 5.3 Sustainable Urbanization/Pollution | <input type="checkbox"/> 5.4 Environmentally Sound Energy |
| <input checked="" type="checkbox"/> 5.5 Natural Resource Management | <input type="checkbox"/> 6.1 Impact of Crises Reduced |
| <input type="checkbox"/> 6.2 Urgent Needs in Time of Crisis Met | <input type="checkbox"/> 6.3 Security/Basic Institutions Reestablished |
| <input type="checkbox"/> 7.1 Responsive Assist Mechanisms Developed | <input checked="" type="checkbox"/> 7.2 Program Effectiveness Improved |
| <input checked="" type="checkbox"/> 7.3 Commit Sustainable Development Assured | <input checked="" type="checkbox"/> 7.4 Technical/Managerial Capacity Expand |

Link to U.S. National Interests: National Security

Primary Link to MPP Goals: Global Growth and Stability

Secondary Link to MPP Goals (optional): Economic Development

Summary of the SSO:

SSO2 is directly linked to Agency Goal 3, “Human Capacity Built through Education and Training.” For G/HCD, SSO2 incorporates both the contribution of 1) higher education in meeting economic, social, and human capacity development needs, and of 2) post-primary education and training institutions to achieving market-oriented workforce development. G/HCD has brought to bear the “value added” of higher education’s resources, expertise, and partnerships to help achieve the Agency’s development objectives.

Results of this SSO’s activities are accomplished through partnerships between U.S. and developing country higher education institutions (HEI) and by fostering collaboration between public and private stakeholders. One indicator (2.0.1, “Number of expanded host country intersectoral partnerships and networks”) has been selected to measure progress against SSO2. Host country HEIs’ predominant responses have been to expand the original, funded partnership to form intersectoral partnerships and networks across government, private sector and civil society. The challenge is to measure impacts because as these partnerships and networks cross sectors, they are both a process and a result.

Four intermediate results are presented under three sub-indicators in order to provide a more holistic view of our programs and as indications of progress towards meeting SSO2. The “number of host country institutional responses to development needs” (2.0.1) has increased dramatically as shown by the lower level indicators reported here. We have been able to meet mission and country requests primarily due to buy-ins from the Africa Bureau. The Leland Initiative and the Presidential Special Initiative on Education and Democracy for Development (EDDI) have provided additional funding for higher education partnerships to 1) add a technology component to all of the African partnerships (Leland Initiative) and 2) form additional partnerships specifically for Africa. Other regional bureaus have provided support through the IDP that promotes collaborations between Higher Black Colleges and Universities (HBCUs) and Hispanic Educational Institutions (HEIs.) In addition, significant mission support has been given, e.g. El Salvador, Egypt, South Africa. Such buy-in support is critical as the core budget for higher education in G/HCD continues to be reduced. The SSO2 team has decided not to revise planned targets upward due to the uncertainty of core funding.

Key Results:

IR 2.2, “Higher education institutions internal management capacity increased,” Indicator 2.2.1, “Number of higher education institutional programs, policies, and curricula adapted.” More than half of the HEIs reported results ranging from offering courses, seminars, workshops, community outreach programs, and/or conferences directly related to host country development needs. A Regional Center for Mathematics and Science Education was established at the University of the Orange Free State in partnership with Edinboro University of Pennsylvania. The University of Dar es Salaam has become a leader in the area of environmental remediation through a partnership with Mississippi State University. Zamorano (Honduras) has become a key player, with Purdue and Cornell Universities, in the post-hurricane recovery efforts.

Additionally, under this indicator, numerous new curricula were adapted including: B.S. in Agroforestry at the University of Fort Hare, South Africa (Oregon State University); M.S. in Agribusiness at Colegio de Postgraduados, Mexico (Ohio State University); and M.S. in Community Justice Administration at the University of Bucarest, Romania (Tiffin University).

IR 2.3, “the development capacity of other institutions increased through higher education,” has as an indicator the “number of higher education institutions with increased management capacity through partnership programs” (2.3.1). HEIs reported literally hundreds of partnerships established during this reporting period. These ranged from an academic human rights network in Latin and Central America (American University, Los Andes University and National University, Colombia) to the agreement to improve water quality for indigenous peoples in the Altai Region (Haskell Indian Nations University with partners Kansas University, Kansas State University and Gorno-Altai State University). Numerous exchanges and training were offered to host country HEI administrators and faculty, one result being that proposals were written and submitted to bring additional resources to these HEIs. Additional funds have been leveraged (over \$1 million) by many of the partners, thus decreasing reliance on public sources of funding for higher education.

Indicator 2.3.2, “Number of higher education institutional improvements attributable to U.S. educated leaders.” The human stories associated with this indicator, largely due to the ATLAS project that provides long term academic training to African and Caribbean leaders, are numerous and compelling. Dr. Piu Yasebasi Ng’wandu (Ph.D., Stanford University) is the Minister of Science, Technology, and Education in Tanzania. Mr. Idrissa Dante (MBA, SUNY/Binghamton) is the Permanent Secretary for the Mali Aid Review group that works with the DAC, national authorities and civil society to manage donor activities in Mali. Several ATLAS alumni have assumed leadership positions in their countries’ higher education institutions: Ms. Olive Mugenda (MPH, Iowa State University), Dean of the Faculty of Home Economics, Kenyatta University, Kenya; Ms. Mabel Magowe (MPH, University of Chicago), Head of the Training Department, Institute of Health Sciences, Botswana; Dr. Alfred Susu (Ph.D., Stanford University), Dean of the Faculty of Engineering, University of Lagos, Nigeria; Dr. Kwame Gyekye (M.A./Ph.D., Harvard), Dean of Graduate Studies, University of Ghana.

IR 2.4, “The capacity of developing country workforce populations increased through skills that match market demand,” indicator 2.4.1, “Number of demand-driven workforce skills development initiatives launched with appropriate mission activities enhanced.” Two separate activities are showing results under this IR: seventeen partnerships with U.S. community colleges and partners (ALO Cooperative Agreement) and the workforce development initiatives under the Support for Economic Growth and Institutional Reform (SEGIR) contract. Certified professional programs are being established in wastewater management in Mexico (Kirkwood Community College, Iowa; Universidad Tecnológica de Fidel Valazquez, Mexico), skills development for disadvantaged persons with disabilities are being addressed in South Africa (Highline Community College, Washington; National Access Consortium of the Western Cape, South Africa), and assessment procedures for workforce needs are being developed in Brazil with partners, Colorado community College Occupational and Educational System and the National Confederation of Industry, Brazil.

Through the Support for Economic Growth and Institutional Reform IQC (SEGIR, in G/EGAD), a workforce development diagnostic process has been implemented in several countries with Mission, local government, and industry support (Egypt, South Africa, Sri Lanka).

Performance and Prospects:

Increasingly, Missions and Bureaus are asking for technical assistance from SSO2. Due to limited core funds, support has predominantly been through emails. Limited field support was provided, for example, to El Salvador in writing an RFP. The workforce team has been able to supply significant assistance in both workforce and youth skills development to Egypt, South Africa, Guatemala, Uganda, Zambia, and Mali. Missions that have ample resources have been able to pay for travel for several staff (e.g., South Africa and Egypt). Collaboration with other teams in G/HCD, G/EGAD and G/WID and with Bureaus, especially the Africa Bureau, have been essential to garner the financial resources to provide the support that Missions are requesting. In strategizing on methods and means to increase the level of support for SSO2, the Leland Initiative and the EDDI have been especially useful. The AAAS Science Scholar in Higher Education for International Development has provided technical and field support specific to higher education administration and reform to G/HCD as well as Missions. Limited core funding, however, places in jeopardy the option of acquiring another AAAS Science Scholar for the next fiscal year.

Possible Adjustments to Plans:

Increasingly, the team will take an intersectoral focus, as noted earlier, because of the "value added" and the realities of the crosscutting nature of higher education. We propose that the primary SSO indicator 2.0.1 be modified from "Number of host country institutional responses to development needs" to "Number of expanded host country intersectoral partnerships and networks" in order to include civil society, non-governmental and governmental organizations, and private sector participation and responses.

We will move Indicator 2.0.2, "Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups" to a lower level (now Indicator 2.2.2, "Percentage of female participants in selected linkage programs") and will only measure participation of women in selected linkage programs due to the political sensitivities in most countries to measuring ethnicity. We recognize the importance of including underserved minorities but it is not in our manageable interests to collect this data. Rather, several partnerships and programs that do have such emphases will be noted during results reporting. Further collaboration is needed with PPC to refine results reporting for our activities that are long-term versus the short-term perspective of the current Agency R4 process and to recognize the intersectoral nature of the reported results. Better definition and refinement of the IRs and indicators will be necessary to be able to measure both processes and results.

Old Indicator 2.2.2, "Number of significant new funding sources beyond host country public sector investments" was dropped in 1999, as it was not in our manageable interests to collect this type of data.

As requests from the field escalate, adjustments will be necessary in G/HCD to meet the increased level of demand for technical assistance and leadership on higher education issues.

Budget cuts are currently projected to reduce the number of SSO2 team staff from seven to five in FY 2000 in the face of rapidly increasing demand and expansion in levels of activity, i.e., revision of the ATLAS program, increased funding provided for HBCU partnerships from all regional bureaus, increased support requested by missions to develop proposals in higher education, and greatly expanded demand for technical assistance with workforce and youth skills development.

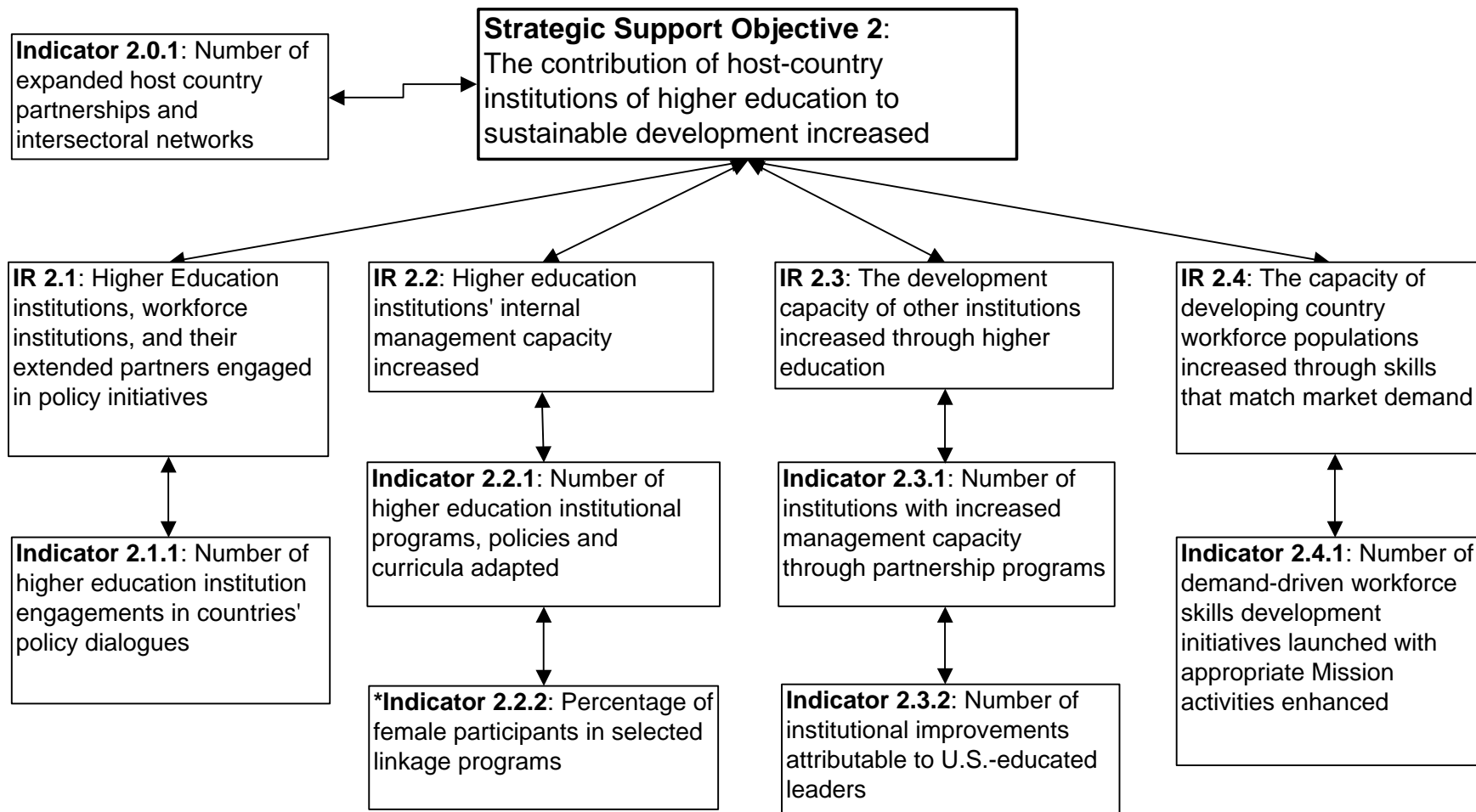
The SSO2 team will increase its reliance on partners to report results via the revised indicators. It will seek to improve dialogue with partners through conferences and workshops in order to obtain information that is more useful for management purposes.

Other Donor Programs:

During FY 1999, stronger linkages were forged with the IDB on Latin American postsecondarios. The Team worked with the World Bank and UNESCO/UNEVOC on post-basic education. The Workforce Task Force is working with DFID on Skills for Development through the Interagency Working Group on Technical Vocational Education and Skills Development.

Major Contractors and Grantees:

Association Liaison Office for University Cooperation in Development, United Negro College Fund, African American Institute, PriceWaterhouse Coopers, USDA (under RSSA Agreement)



Higher education includes colleges, universities, community colleges, vocational and training institutions and research institutes and other institutions at the post primary level.

*This indicator replaces earlier Indicator 2.2.2, "Number of significant new funding sources beyond host country public sector investments" that was deleted in 1999.

Performance Data Table

Objective Name: Strategic Support Objective 2: The contribution of host-country institutions of higher education to sustainable development increased.			
Objective ID: 935-002-01			
Approved: 1999		Country/Organization: Center for HCD	
Result Name: IR 2.2: Higher education institutions' internal management capacity increased			
Indicator: 2.2.1: Number of higher education institution programs, policies, and curricula adapted			
Unit of Measure: Number of programs, policies, and curricula adapted (cumulative)	Year	Planned	Actual
	1998	12	19
Source: Reports from UDLP, HEPD partnerships, IDP partnerships	1999	27	41
	2000	47	
Indicator/Description: The adaptation of higher education institutional programs, policies, or curricula results in the improvement of higher education institutional management	2001	72	
	2002	102	
	2003	132	
	2004		
Comments: In addition to the 19 reported last year, 22 new programs, policies, or curricula were adopted in FY 1999: new program on quarantine procedures (Indonesia); new program on food safety (Costa Rica); new curricula in political science and public administration (Angola); animal husbandry course implemented (Ethiopia); African studies and ecotourism curricula designed and implemented (Ghana); new curriculum in land surveying (Guyana); tropical agriculture masters level course designed and implemented, revised curriculum in agriculture (Honduras); new M.S. program in agribusiness, two revised curricula in environmental technologies, revised curriculum in social work (Mexico); agricultural extension courses in response to hurricane crisis (Nicaragua); new course on Amazon ecosystems, revised curriculum in business administration (Peru); revised environmental sciences and policy curriculum (Russia); new B.S. curriculum in agroforestry, emergency telemedicine course designed and implemented (South Africa); revised curriculum in hotel and tourism (Sri Lanka); ongoing coursework in pesticide management and disposal (Tanzania).			

Performance Data Table

Objective Name: Strategic Support Objective 2: The contribution of host-country institutions of higher education to sustainable development increased				
Objective ID: 935-002-01				
Approved: 1999		Country/Organization: Center for HCD		
Result Name: Intermediate Result 2.3: The development capacity of other institutions increased through higher education				
Indicator: 2.3.1: Number of institutions with increased management capacity through partnership programs				
Unit of Measure: Number of institutions (cumulative)		Year	Planned	Actual
		1998	20	41
Source: Reports from UDLP. HEPD partnerships, IDP partnerships.		1999	45	82
		2000	90	
Indicator/Description: Partnership programs are defined as courses, sessions, workshops, and conferences conducted in the community. "Increased management capacity" is defined as revised and/or adopted policies, programs, activities, courses, workshops, and/or curricula that enable an institution to better provide services for the benefit of individual citizens and society as a whole and specifically within their own institution.		2001	110	
		2002	150	
		2003	195	
		2004		
Comments: In addition to the 41 reported in FY 1998, 41 institutions increased their capacity through involvement in partnership programs: International Potato Center, Government of Indonesia IPM Training Program (Indonesia); Ministry of Agriculture and Forestry, 13 organizations trained on use of fertilizers, National Institute for Agriculture Technology (Nicaragua); Central Region Development Commission and five hotels (Ghana); Ministry of Agriculture (Eritrea); Amazon Center for Environmental Education and Research (Peru); National Department of Health and Umtata General Hospital (South Africa); Sidama Development Program and three local cooperatives (Ethiopia); State Department of Business and Economic Development and Hainan Tourism Authority (Sri Lanka); Ministry of Secondary and Higher Education (Uzbekistan); Ministry of Education (Guyana); local bottling company, State of Tabasco, three municipal wastewater plants, National Commission of Water (Mexico)				

Performance Data Table

Objective Name: Strategic Objective 2: The contribution of host-country institutions of higher education to sustainable development increased				
Objective ID: 935-002-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 2.3: The development capacity of other institutions increased through higher education				
Indicator: 2.3.2: Number of institutional improvements attributable to U.S.-educated leaders				
Unit of Measure: Number of institutional improvements (cumulative)		Year	Planned	Actual
		1998	10	10
Source: Reports from ATLAS project		1999	40	43
Indicator/Description: Number of institutional improvements attributable to the application of knowledge and skills by U.S.-educated leaders. U.S. educated leaders are those funded by USAID/G/HCD partnership programs. *Institutions are defined as the private sector, government, NGOs or PVOs, or international organizations. Institutional improvements include, e.g., the development of strategic plans or mission statements, institutional reorganizations, and administrative or financial improvements that increase the effectiveness of the institution in achieving its intended purposes.		2000	75	
		2001	115	
		2002	160	
		2003	210	
		2004		
Comments: In addition to the 10 reported last year, 33 institutional improvement were reported for FY 1999 (see Additional Annex 2 for a list of specific improvements).				

Performance Data Table

Objective Name: SSO2: The contribution of host-country institutions of higher education to sustainable development increased				
Objective ID: 935-002-01				
Approved: 1999		Country/Organization: Center for HCD		
Result Name: IR 2.4: The capacity of developing copuntry workforce populations increased through skills that match market demand				
Indicator: 2.4.1: Number of demand-driven workforce skills development initiatives launched with appropriate Mission activities enhanced				
Unit of Measure: No. of initiatives (cumulative)		Year	Planned	Actual
Source: Global Workforce Transition project, International Workforce Development Partnerships, G/HCD staff		1998	1	1
		1999	3	21
		2000	25	
Indicator/Description: Two kinds of initiatives are counted under this indicator, sector-specific diagnostics and community college partnerships. There may be multiple diagnostics ro partnerships in any given country.		2001	30	
		2002	35	
		2003	40	
		2004		
Comments: In addition to the one reported in South Africa last year, 20 new initiatives began in FY 1999: Diagnostics: Egypt (3) Community College Partnerships: Colorado Community College and Occupational System-National Confederation of Industry (Brazil), Riverside Community College District-University of Asmara (Eritrea), Middlesex Community College-Addis Ababa Commercial College (Ethiopia), St. Louis Community College-Government Technical Institute (Guyana); Daytona Beach Community College-Universidad Regiomontana (Mexico); Kirkwood Community College-Universidad Tecnologica de Fidel Velazquez-Technological University of Puebla (Mexico); Paradise Valley Community College-Universidad de Tecnologica de Tabasco (Mexico); San Diego Community College District-Centros de Capacitacion para el Trabajo Industrial (Mexico); SUNY-Morrisville-Universidad Tecnologica de Tula-Tepeji-Universidadd Tecnologica de Leon (Mexico); Harford Community College-Moscow Medical College (Russia); Bronx Community College-University of Natal (South Africa); Highline Community College-Shoreline Community College-Community Colleges of Spokane-National Access Consortium Western Cape (South Africa); Prince George's Community College-Charles Community College-Garrett Community College-Vista University (South Africa) Springfield Technical Community College-Athlone Technical College (South Africa); Kapi'olani Community College-Ceylon Hotel School and School of Tourism (Sri Lanka), Columbus State Community College-Dar Es Salaam Institute of Technology (Tanzania), and Kent State University-Trumbull Campus-Tashkent State University (Uzbekistan).				

Text for SSO 3

Country/Organization: Center for Human Capacity Development

Objective ID: 935-003-01

Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved through training.

Self Assessment: On Track

Self Assessment Narrative: SSO3 for Training has met or exceeded all targets for performance. Measurement issues for the SSO-level indicator and one IR indicator have been resolved.

Primary Link to Strategic Agency Framework:
3.2 Higher Education and Sustainable Development
(please select only one)

Secondary Link to Strategic Agency Framework:
(select as many as you require)

- | | |
|--|--|
| <input type="checkbox"/> 1.1 Private Markets | <input type="checkbox"/> 1.2 Agricultural Development/Food Security |
| <input checked="" type="checkbox"/> 1.3 Economic Opportunity for Poor | <input type="checkbox"/> 2.1 Rule of Law/Human Rights |
| <input type="checkbox"/> 2.2 Credible Political Processes | <input type="checkbox"/> 2.3 Politically Active Civil Society |
| <input type="checkbox"/> 2.4 Accountable Gov't Institutions | <input checked="" type="checkbox"/> 3.1 Access to Education/Girl's Education |
| <input type="checkbox"/> 3.2 Higher Education/Sustainable Development | <input type="checkbox"/> 4.1 Unintended Pregnancies Reduced |
| <input type="checkbox"/> 4.2 Infant/Child Health/Nutrition | <input type="checkbox"/> 4.3 Child Birth Mortality Reduced |
| <input type="checkbox"/> 4.4 HIV/AIDS | <input type="checkbox"/> 4.5 Infectious Diseases Reduced |
| <input type="checkbox"/> 5.1 Global Climate Change | <input type="checkbox"/> 5.2 Biological Diversity |
| <input type="checkbox"/> 5.3 Sustainable Urbanization/Pollution | <input type="checkbox"/> 5.4 Environmentally Sound Energy |
| <input type="checkbox"/> 5.5 Natural Resource Management | <input type="checkbox"/> 6.1 Impact of Crises Reduced |
| <input type="checkbox"/> 6.2 Urgent Needs in Time of Crisis Met | <input type="checkbox"/> 6.3 Security/Basic Institutions Reestablished |
| <input checked="" type="checkbox"/> 7.1 Responsive Assist Mechanisms Developed | <input checked="" type="checkbox"/> 7.2 Program Effectiveness Improved |
| <input checked="" type="checkbox"/> 7.3 Commit Sustainable Development Assured | <input checked="" type="checkbox"/> 7.4 Technical/Managerial Capacity Expand |

Link to U.S. National Interests: National Security

Primary Link to MPP Goals: Global Growth and Stability

Secondary Link to MPP Goals (optional): Economic Development

Summary of the SSO:

This SSO is directly linked to Agency Goal 3, "Human Capacity Built through Education and Training." Progress under SSO3 encompasses what many believe to be the most fundamental and lasting of USAID-financed development efforts, improving the performance of host country individuals and institutions participating in their country's development process. After donor programs and activities come to an end, it is the trained individuals who will run things within their country's new techno-globalized world setting. Training is the predominant means of improving performance, and strengthening local training providers is the most reliable way to assure their competitive sustainability and quality in the long run.

This SSO focuses on formal as well as informal, or on-the-job, training; addressing barriers to the application of training gains at the worksite; and on strengthening local training institutions.

G/HCD selected one indicator to directly measure performance change at the SSO level (3.0.1). Last year's "percent of sampled work units improving performance" represented a new twist, asking supervisors rather than trainees about post-training performance gains. This measure encapsulates everything the team is attempting to accomplish. Measuring this result with validity is more labor- and cost-intensive than planned, and FY 1999 resources were not adequate for a survey of sufficient depth. We cite in the Performance Table one small-scale evaluation by one of our GTD contractors (17 supervisors and 52 participants) which showed an improvement in 91% of their work units. A methodology being developed within SSO3's limited funding for use by 12-15 field contractors and SSO Teams will enable us to make a reliable measure for FY 2000. It will be used in conjunction with TraiNet data and reporting via the G/HCD web page.

IR 3.1.1: "The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity and cost-containment." The first IR-level indicator, "number of missions using TraiNet" (3.1.1), is key to gathering reliable data on gains in training quality and impact. G/HCD exceeded the target for FY 1999. TraiNet was deployed to all Missions in FY 1999 and more than half of missions (and/or their contractors), 41 out of about 70 not slated for closeout, were using it by the end of FY 1999. Adoption of the system has been remarkably even among the regions (E&E 13; AFR and ANE nine each, LAC 10.)

However, these successes are, in effect, the low-hanging fruit. Many missions are losing their training offices and specialists who have handled training processing and the management of earlier participant databases and lack an organizational focus on training. Adoption of TraiNet is very strongly correlated with technical assistance in the form of visits to such missions. Looking forward, additional missions will be getting much more difficult to add to the list, due to lack of resources, both G/HCD and mission, to fund such technical assistance visits. To get to all the higher fruit, a funding ladder will be needed. Last year's planned target for FY 2000, use by all missions not slated for closure by FY 2002, will not be accomplished and a slight lowering of the target to 50, 58, 65, and 68 (97% of Missions) in FYs 2000 through 2003 is more realistic. As we approach near-universal use, the SSO3 team's goal is a fuller and broader utilization of TraiNet monitoring features by mission contractors and other potential users.

The second IR 3.1 indicator (3.1.2), "percent of women among new training starts," held steady with 40%, the same as in FY 1998. The SSO3 Team and its partners support the move toward

gender equity in programs and technical assistance, but have little direct impact on participant selection. Outyear targets have been adjusted in line with recent results. In FY 2000, missions will be reminded of the fifty percent target for women in new training programs.

IR 3.2: "In-country training capacity increased." The 1999 worldwide training evaluation conducted by SSO3 pointed to a dramatic shift away from USAID-financed U.S. and third-country training and toward in-country training. Indicator 3.2.1, "number of missions collaborating with G/HCD in activities to strengthen local NGO capacity in training and needs assessment," was selected to measure progress in this area. During FY 1999, six missions began collaborating with the team in strengthening targeted local technical assistance and training providers ("LTAPs"). A feasibility study was designed in FY 1999 and is currently under way in two countries with a third country as a possibility if additional funds become available. FY 1999 results significantly exceeded expectations, a promising sign for future gains.

Three indicators among others not included in this year's report require comment. 1) "Participant return rate" (3.0.2): Given the high rate of return, the lack of significant variance from one year to another, the variety of ways to define and measure non-returnees, and SSO3's very limited ability to affect this measure, we will report narratively in any year when important changes or issues emerge. 2) "Number of missions developing policies or procedures to facilitate recruitment of persons with disabilities for training" (3.1.3): This will be tracked once methodological difficulties are resolved. Of the only 28 responses, 23 reported positively. 3) "Cost sharing and containment" (3.1.4): This remains an area of watchful concern and tracking, to the extent feasible, given the high cost of assembling credible unit-specific cost data for year-to-year comparisons. For this reason, cost data tracking will be accomplished in alternate years.

Key Results:

G/HCD succeeded beyond earlier expectations in getting its TraiNet software adopted by missions and contractors, but important work remains ahead in FY 2000 - 2001. The 1999 survey of Agency-wide training practices led quickly to a major shift in SSO3 priorities and effort, toward more realistic field support for in-country training quality and the design of IQC mechanisms that will give easier user access and results-oriented formulations. The Global Evaluation and Monitoring (GEM) IQC awarded in FY 1999 is an example. The successor to the Global Training for Development (GTD) IQC, under current design, is another.

Performance and Prospects:

Because the Training Assessment reported a significant shift toward USAID-financed in-country training, G/HCD is working with target missions to identify model approaches for the strengthening of local training institutions and to assess demand for technical assistance.

In adapting to developments in the field and to budgetary constraints, the team eliminated activities planned earlier that either imposed extreme management burdens (e.g., drawing on Peace Corps Volunteers to support ex-trainees' performance gains) or offered inconclusive short-term benefits to the Agency (e.g., collaboration with domestically-oriented performance improvement associations looking to expand overseas).

During FY 1999, the SSO3 Team began to explore new distance training approaches within the limitations of its low funding level.

Possible Adjustments to Plans:

Two areas will require further work, subject to availability of funds. First, use of the GTD IQC, designed for sponsoring-unit access to high-quality training providers, has stagnated. With universal shortages of staff and shrinking budgets in recent years, missions have chosen to ask technical assistance contractors to handle training needs as add-on activities, regardless of the contractors' training expertise, rather than engage in a separate Task Order procurement for GTD services. The GTD IQC will be allowed to run its course until August 2001 to avoid heavy transfers of existing Task Orders, but will be joined and then succeeded by a simplified successor IQC as soon as competitive procurement can be arranged.

Second, many smaller Missions and specialized contractors who are still not using TraiNet must be brought into the fold. An estimated 45% of FY 1999 trainees were not recorded via TraiNet, requiring supplementary and less efficient means to capture or estimate the complete data range needed to fulfill G/HCD's reporting mandates to interagency groups and to Congress. The SSO3 Team will continue working to get TraiNet used universally by all missions and contractors with trainees. SSO3 is exploring less costly means of field support for TraiNet, but the Agency must not weaken its efforts to gain USAID-wide compliance with the use of this mandated system.

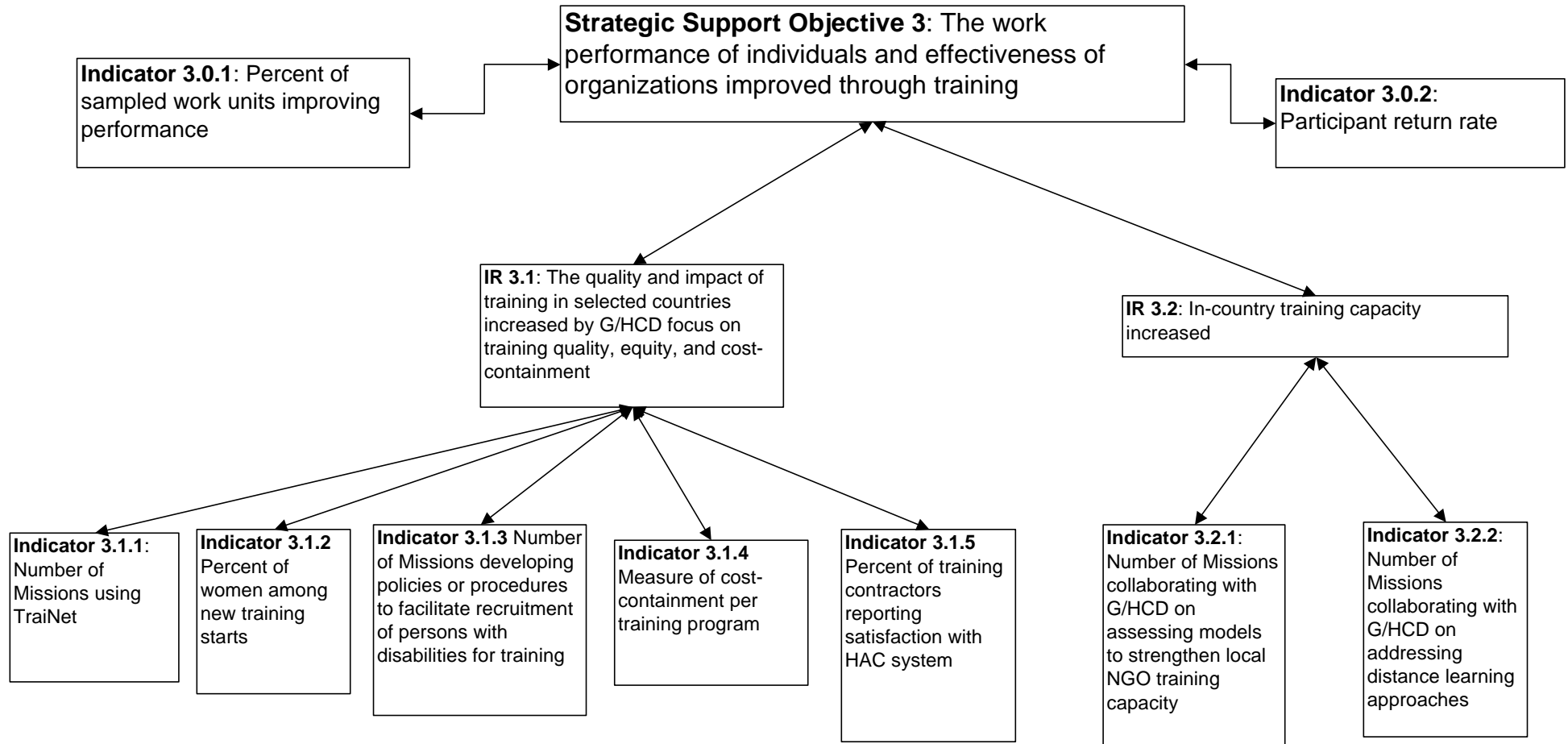
Other Donor Programs:

No SSO3 activities require coordination with other donors, except when sponsoring units to the GTD IQC coordinate their task orders in the country or region with other donor activity. However, SSO3 coordinates closely with over 36 other federal agencies through the Interagency Working Group on International Exchanges and Training.

Major Contractors and Grantees:

Global Training for Development (GTD): Academy for Educational Development, Development Associates, Institute for International Education, Pragma, World Learning

Leadership for Human Capacity Development: Development InfoStructure (TraiNet); Aguirre International (Global Evaluation and Monitoring [GEM]); USDA (RSSA)



Performance Data Table

Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved by training			
Objective ID: 935-003-01			
Approved: 1999		Country/Organization: Center for Human Capacity Development	
Result Name:			
Indicator: 3.0.1: Percent of sampled work units improving performance			
Unit of Measure: Percent of sampled supervisors of returned participants attesting to improved work unit performance	Year	Planned	Actual
	1998	NA	
	1999	40%	91%**
	2000	NA	
Source: GTD contractor reports	2001	60%	
Indicator/Description: Data will be gathered biannually from sample surveys, which will focus on work-unit changes in output/productivity attributable to training (Kirkpatrick Level 3) as perceived by supervisors	2002	NA	
	2003	70%	
	2004		
Comments: **Results reported come from an Institute for International Education program in Namibia. Seventeen supervisors were interviewed regarding 52 trainees, of which 91 percent stated that they perceived improved work unit performance. This small sample, with no claim to worldwide validity, is a promising harbinger. A broader measure within the limits of SO3's funds for USAID-wide application will be utilized in FY 2000-01.			

Performance Data Table

Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved by training			
Objective ID: 935-003-01			
Approved: 1999		Country/Organization: Center for HCD	
Result Name: Intermediate Result 3.1: The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
Indicator: 3.1.1: Number of Missions using TraiNet			
Unit of Measure: No. of Missions (cumulative)	Year	Planned	Actual
Source: TraiNet contractor	1998	30	6
Indicator/Description: TraiNet (Training Results and Information Network) is a training performance monitoring software tool which allows sponsoring units of training to track trainee data and training activity cost information. Standardized use of TraiNet formats permits aggregated reporting on USAID's training programs worldwide.	1999	38 (54%)	41 (59%)
	2000	50 (71%)	
	2001	58 (83%)	
	2002	65 (93%)	
	2003	68 (97%)	
	2004		
<p>Comments: 5 "early adopter" missions (Bulgaria, Egypt, Madagascar, Namibia, and South Africa) were reported for FY 1998.</p> <p>The complete list of the 41 missions follows: AFR (9): Benin, Eritrea, Ethiopia, Madagascar, Mali, Namibia, Senegal, South Africa, Uganda; ANE (9): Egypt, India, Indonesia, Jordan, Morocco, Nepal, Philippines, Sri Lanka, Yemen; E&E (13): Albania, Armenia, Azerbaijan, Bosnia-Herzegovina, Croatia, Georgia, Macedonia, Romania, Central Asia, Bulgaria, Russia, Serbia, Ukraine; LAC (10): Bolivia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Nicaragua, Panama, Peru.</p> <p>Due to lack of funding for mission technical support, last year's planned target for "all" missions to be using TraiNet by FY 2000 was unrealistic. With the current trend, we foresee a continued increase toward a goal of 93% (65 out of 70 missions) by FY 2002; this will account for an even higher percentage of training participants. Outyear figures depend on assistance to remaining missions, which are likely to have the smallest training portfolios and the least centralized training management.</p>			

Performance Data Table

Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved by training			
Objective ID: 935-003-01			
Approved: 1999		Country/Organization: Center for Human Capacity Development	
Result Name: Intermediate Result 3.1: The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
Indicator: 3.1.2: Percent of women among new training starts			
Unit of Measure: Percent of women	Year	Planned	Actual
Source: TraiNet contractor	1998	NA	40%
Indicator/Description: This indicator tracks the ongoing effort to achieve gender equity in training. An overall level is measured here, without reference to length or location of training	1999	42%	40%
	2000	44%	
	2001	46%	
	2002	48%	
	2003	50%	
Comments: Of the total 5,440 new training starts in FY 1999, 2,199 were women (688 academic, 1,511 technical)	2004		

Performance Data Table

Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations are improved by training				
Objective ID: 935-003-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 3.2: In-country training capacity increased				
Indicator: 3.2.1: Number of Missions collaborating with G/HCD in activities to strengthen local NGO capacity in training and needs assessment				
Unit of Measure: Number of Missions (cumulative)		Year	Planned	Actual
		1998	0	0
Source: GTD contractors, G/HCD staff		1999	3	5
Indicator/Description: NGO training capacity refers to training of grantee staff, as well as training of host country nationals working in the respective sectoral area. USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are among those counted here.		2000	9	
		2001	17	
		2002	25	
		2003	33	
		2004		
Comments: The following Missions collaborated with G/HCD and its GTD contractors to increase in-country training capacity: Armenia: Provided training of trainers in small business management to 8 organizations which have trained more than 300 business owners. Bosnia-Herzegovina: Strengthened capacity of Institute for Hydroengineering to provide training in cost recovery. Central Asian Republics: Established 5 resources support centers to develop into independent NGOs to offer training to other NGOs. Romania: Strengthened the training capacity of the Institute for Health Sciences. South Africa: Strengthened an alumni network of 1,600 former participants who conducted training workshops across all sectors.				

Text for SSO 4

Country/Organization: Center for Human Capacity Development

Objective ID: 935-004-01

Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded

Self Assessment: Exceeding Expectations

Self Assessment Narrative: SSO4 for Telecommunications has met or exceeded all its expectations for performance.

Primary Link to Strategic Agency Framework: 3.1 Access to Ed/Girls' Education
(please select only one)

Secondary Link to Strategic Agency Framework:
(select as many as you require)

- | | |
|--|---|
| <input type="checkbox"/> 1.1 Private Markets | <input type="checkbox"/> 1.2 Ag Development/Food Security |
| <input checked="" type="checkbox"/> 1.3 Economic Opportunity for Poor | <input type="checkbox"/> 2.1 Rule of Law/Human Rights |
| <input checked="" type="checkbox"/> 2.2 Credible Political Processes | <input checked="" type="checkbox"/> 2.3 Politically Active Civil Society |
| <input checked="" type="checkbox"/> 2.4 Accountable Gov't Institutions | <input checked="" type="checkbox"/> 3.1 Access to Ed/Girl's Education |
| <input checked="" type="checkbox"/> 3.2 Higher Ed/Sustainable Development | <input type="checkbox"/> 4.1 Unintended Pregnancies Reduced |
| <input checked="" type="checkbox"/> 4.2 Infant/Child Health/Nutrition | <input type="checkbox"/> 4.3 Child Birth Mortality Reduced |
| <input checked="" type="checkbox"/> 4.4 HIV/AIDS | <input type="checkbox"/> 4.5 Infectious Diseases Reduced |
| <input type="checkbox"/> 5.1 Global Climate Change | <input type="checkbox"/> 5.2 Biological Diversity |
| <input checked="" type="checkbox"/> 5.3 Sustainable Urbanization/Pollution | <input type="checkbox"/> 5.4 Environmentally Sound Energy |
| <input checked="" type="checkbox"/> 5.5 Natural Resource Management | <input checked="" type="checkbox"/> 6.1 Impact of Crises Reduced |
| <input type="checkbox"/> 6.2 Urgent Needs in Time of Crisis Met | <input checked="" type="checkbox"/> 6.3 Security/Basic Institutions Reestablished |
| <input checked="" type="checkbox"/> 7.1 Responsive Assist Mechanisms Developed | <input checked="" type="checkbox"/> 7.2 Program Effectiveness Improved |
| <input type="checkbox"/> 7.3 Commit Sustainable Development Assured | <input checked="" type="checkbox"/> 7.4 Technical/Managerial Capacity Expand |

Link to U.S. National Interests: National Security

Primary Link to MPP Goals: Economic Development

Secondary Link to MPP Goals (optional): Global Growth and Stability

Summary of the SSO:

Rapid expansion of the Internet and information technology (IT) holds the promise for USAID-assisted countries of increasing participation in sustainable human development; it also runs the

risk of leaving them behind in a digital divide. This SSO provides policy and technical leadership for expanding affordable access to IT services and applications among under-served groups. Planned activities include 1) policy dialogue and technical assistance to facilitate telecommunications reform; 2) training to strengthen institutional capability to respond to the changing global marketplace in IT; and (3) pilot programs to demonstrate high-impact applications of IT to better pursue USAID objectives. These approaches directly support the Agency's crosscutting objective in the use of information and communication technologies as well as serving the objectives of basic education, higher education and training within the Agency's Third Goal.

Key Results:

Central programs have set up a framework for joint federal action by establishing an agreement with the U.S. Department of State to collaborate with key federal agencies such as the Federal Communications Commission (FCC), the Office of the U.S. Trade Representative and the Department of Commerce (DOC) to assist developing countries with telecommunications and Internet policy, legal and regulatory reform. This is complemented by a grant agreement with the U.S. Telecommunications Training Institute (USTTI) for technical and policy training to key telecommunications and communications professionals, including decision makers and regulators. In addition, task orders under the LearnLink contract with the Academy for Educational Development demonstrate the feasibility and impact of new IT applications. Activities under these instruments have combined to increase the "number of countries implementing national programs to extend telecommunications services to the under-served." This indicator is proposed as a replacement of the current indicator: "Number of countries with publicly accessible telecommunications services." While no countries were expected to be counted under this indicator during FY 99, three countries participating in the Presidential Initiative on Internet for Economic Development have been assisted in introducing national programs: Haiti, Jamaica and Morocco.

Performance and Prospects:

IR 4.1 "Policy, law, and regulatory reforms adopted to allow improved and more affordable telecommunications services." Indicator 4.1.1 is: "Number of countries adopting policies, laws or regulatory reforms to facilitate liberalization of telecommunications." Three countries have been assisted in changing their policy environment: Jamaica, Haiti and Morocco. On September 30, 1999, Jamaica succeeded in re-negotiating its contract with Cable and Wireless to introduce a full liberalization of the telecommunications sector, starting with the issuance of an open tender for two mobile wireless providers. Subsequently, a new comprehensive telecommunications bill was enacted by Parliament. USAID has contributed significantly to these events under the G/HCD inter-agency agreement with the State Dept. through a series of workshops on telecommunications regulation, expert consultancies by Federal staff from USAID and the FCC, and feedback on the draft text of the proposed legislation. CONATEL, the regulatory organization in Haiti, is presently determining its national Internet policy in the context of attempting to encourage the expansion of service to secondary cities. G/HCD has contributed to this process through expert consultancies by USAID and FCC staff under its inter-agency agreement with the State Dept.; through training of the regulator's staff under its USTTI grant and the State Dept. agreement; and through initiating demonstrations of service feasibility in three secondary cities under its LearnLink contract. Morocco has recently introduced significant

telecommunications liberalization. G/HCD has collaborated closely with USAID/Rabat in designing a comprehensive mission program for Morocco's participation in the Presidential Internet for Economic Development Initiative (IED) to reinforce the new policy context. As part of this program, G/HCD has provided training under USTTI; e-commerce and telecommunications expertise through its inter-agency agreement with the State Department; and a distance education pilot under its LearnLink contract.

IR 4.2 "The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved." Indicator 4.2.1 is: "Number of key personnel trained to modernize their telecommunications systems and services." The USAID-supported training program administered by the United States Telecommunications Training Institute (USTTI) trained 91 participants from 29 different countries. Female participants numbered 19, comprising 21 percent of all participants. The overall number of participants was 21 percent more than planned. As part of expanded and improved IT and telecommunications services to the public, USTTI training assisted Laos for the first time with short-term, highly specific technical training for influential government officials participating as trainees. To indicate the long-term impact of this program, 50 USTTI graduates belonged to delegations that brought their expertise into discussions important to U.S. telecommunications policies at the recent annual World Trade Organization meeting.

IR 4.3 "The application of information technology and telecommunications services increased to achieve development objectives." Indicator 4.3.1 is: "Number of information technology 'models of use' developed." Two information technology models of use have been applied and developed: Teacher training support using computer- and Internet-assisted learning systems; and Interactive Distance Learning. As part of the development of the teacher training model of use, Internet-based networking is used to assist the Ministry of National Education in Morocco to improve primary teacher training quality. The Ministry was assisted in reducing teacher isolation through electronic communication, providing access to the Internet for information on pedagogy and subject-specific topics, and establishing interactive platforms for developing indigenous curriculum materials. As part of the development of the distance learning model of use, an interactive Internet interface was established to assist the Ministry of Social Welfare in Romania to develop a "virtual community" of child care professionals. This network increases local capacity in concert with technical expertise acquired off-site through on-line sources.

Also under IR 4.3, Indicator 4.3.2 is: "Number of public institutions and NGOs, including ministries and extension offices, applying 'models of use' to improve information and learning systems." Three institutions applied models of use to improve their information and learning systems: The Ministry of Social Welfare in Romania applies the model of use to strengthen professional development opportunities for the Child Welfare Participant Training Program. The users access and share information relevant to their professional needs and network with their peers via listservs and discussion fora. The Songhai Center in Benin applies the model of use to establish community networking service centers that collect and disseminate knowledge on appropriate technologies. The knowledge is used to improve the quality of life through integrated cultural, economic and agricultural practices via distance learning, electronic communication and electronic networking. Partners for the Internet in Education (PIE) in Ghana applies the model of use to establish community learning centers that provide computer training

for workforce readiness, Internet access for information and research, and electronic communication services.

Possible Adjustments to Plans:

As stated under "Key Results," a new SO indicator is proposed: "Number of countries implementing national programs to extend telecommunications services to the under-served." This new indicator better reflects impact from the full set of SSO activities.

Other Donor Programs:

The SSO4 team has collaborated closely with the following:

World Bank Global Knowledge Partnership

World Bank Global Training Network

Department of State

Federal Communications Commission

Department of Commerce National Telecommunications and Information Administration

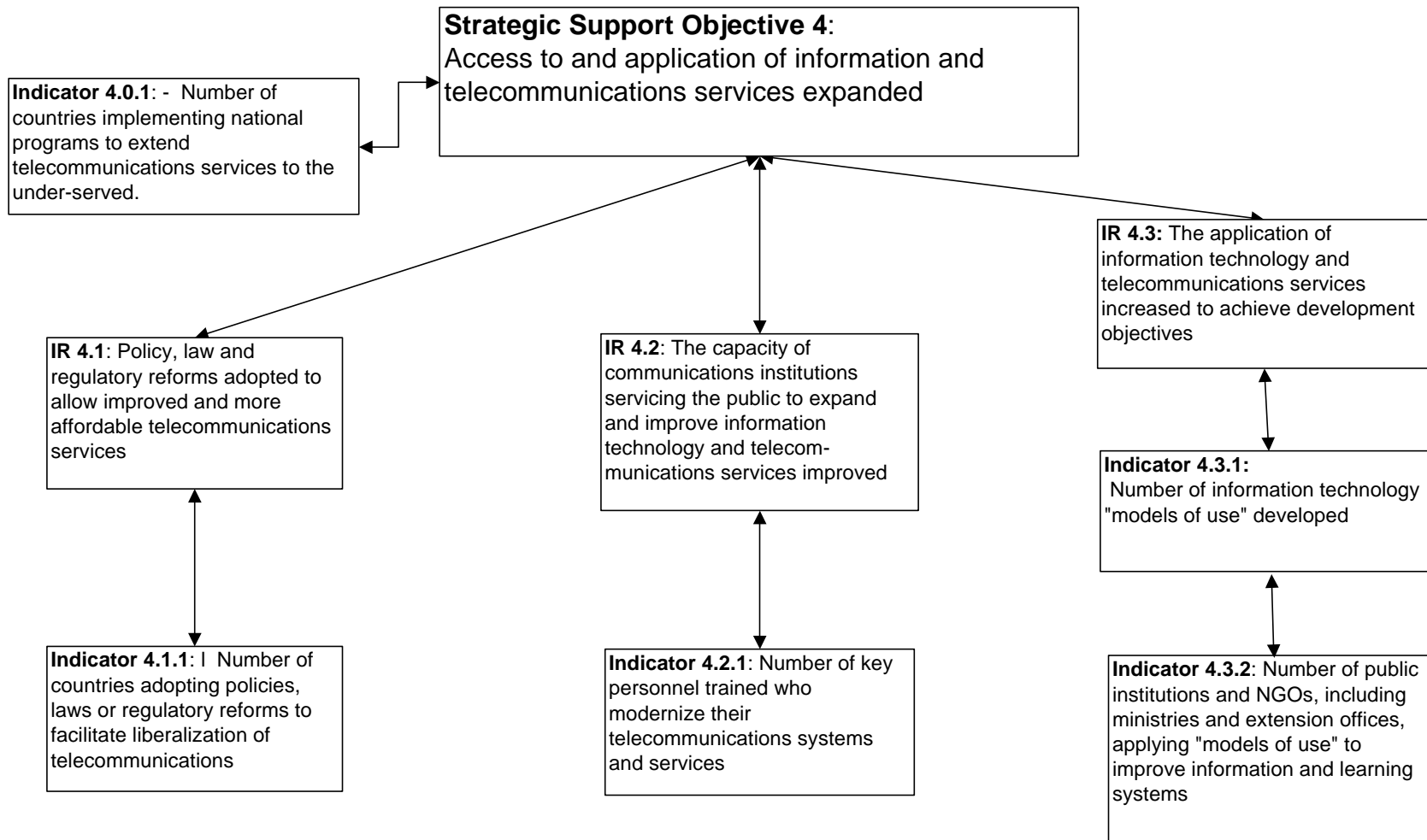
Department of Commerce International Trade Administration

Major Contractors and Grantees:

The Academy for Educational Development(AED) is the major contractor for LearnLink

The United States Telecommunications Training Institute (USTTI)

Department of State



Performance Data Table

Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded				
Objective ID: 935-004-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 4.1: Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services				
Indicator: 4.1.1: Number of countries adopting policies, laws or regulatory reforms to facilitate liberalization of telecommunications				
Unit of Measure: Number of countries per year (cumulative)		Year	Planned	Actual
		1998	1	1
Source: USAID Missions and partner institutions which receive assistance under the Inter-Agency Agreement (IAA) with Dept. of State or directly from USAID/Washington staff; activity reports under the IAA and e-mail communication with Missions, reviewed at time of R4 preparation		1999	3	4
		2000	5	
		2001	7	
		2002	9	
		2003	11	
		2004		
Indicator/Description: Countries are counted if the reforms are judged by USAID staff experts in IT to have the potential to impact privatization and/or access.				
Comments: Kenya was reported in FY 1998. New countries this year include Jamaica, Haiti, and Morocco.				

Performance Data Table

Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded			
Objective ID: 935-004-01			
Approved: 1999		Country/Organization: Center for Human Capacity Development	
Result Name: Intermediate Result 4.2: The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved			
Indicator: 4.2.1: Number of key personnel trained to modernize their communications systems and services			
Unit of Measure: Number of key personnel per year	Year	Planned	Actual
	1998	75	94
Source: USTTI annual report	1999	75	91
Indicator/Description: Trainees are considered trained after attending short-term, highly technical training courses designed for communications professionals.	2000	75	
	2001	75	
	2002	75	
	2003	75	
Comments: The USTTI program has a track record of training well-qualified decision-makers and key technical staff with stable positions in their institutions who return to their positions after training.	2004		

Performance Data Table

Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded				
Objective ID: 935-004-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 4.3: The application of information technology and telecommunications services increased to achieve development objectives				
Indicator: 4.3.1: Number of information technology "models of use" developed				
Unit of Measure: Number of "models of use" (cumulative)		Year	Planned	Actual
		1998	2	2
Source: LearnLink project		1999	4	4
Indicator/Description: A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector; for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers. Models are counted if they are judged by USAID Missions or partner institutions to have broad relevance to a sector.		2000	6	
		2001	8	
		2002	10	
		2003	12	
		2004		
Comments: In addition to the two reported in FY 1998, two "models of use" were developed in FY 1999. New models of use developed include teacher training support using computer- and Internet-assisted learning systems; and Interactive Distance Learning.				

Performance Data Table

Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded				
Objective ID: 935-004-01				
Approved: 1999		Country/Organization: Center for Human Capacity Development		
Result Name: Intermediate Result 4.3: The application of information technology and telecommunications services increased to achieve development objectives				
Indicator: 4.3.2: Number of public institutions and NGOs, including ministries and extension offices, applying "models of use" to improve information and learning systems				
Unit of Measure: Number of institutions (cumulative)		Year	Planned	Actual
		1998	1	3
Source: LearnLink project		1999	3	6
Indicator/Description: A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector; for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers. Institutions are counted if they are judged by USAID staff experts in IT to have introduced a "model of use" into their operations.		2000	9	
		2001	14	
		2002	19	
		2003	24	
		2004		
Comments: In addition to the three reported last year, three new institutions adopted G/HCD "models of use" in FY 1999: the Romanian Ministry of Social Welfare, the Songhai Center (Benin), and Partners for the Internet in Education (Ghana).				

R4 Part III: Resource Request

Program Budget

For FY 2002, G/HCD's base request will be \$13,198,000. This represents a slight increase over the FY 2001 CP that totaled \$11,998,000 and the current FY 2000 budget that totals \$12,934,000. Part of the reason for the decline from FY 2001 in relation to FY 2000 is the deletion from core funding of basic education funding for combating child labor. (As of this writing, it is believed that these funds may well be forthcoming through an interagency transfer from the Department of Labor.)

In FY 2002, Basic Education, the Center's top priority SSO, will receive \$5,900,000. This represents an increase of \$458,000 over FY 2001 to meet the expected increased demand for technical assistance in policy planning, quality improvement, girls' education, child labor and education in nations in crisis. Higher education and workforce development, with its rapidly increasing demand for services from missions, will be increased by \$517,000 to a total of \$3,298,000. Training, which is expected to receive more requests for technical assistance with participant training in the U.S. and with improving the performance of in-country training and distance learning systems, will be brought up to \$1 million, representing an increase of \$225,000. The Information Technology area will be straight-lined at \$3 million after the substantial increase from FY 2000 (\$1 million) to FY 2001 (\$3 million). This increase will continue to be needed to lead the Agency-wide IT team, the Presidential Initiative for Internet Economic Development, international technical assistance with telecommunications policy and training, and to initiate pilot applications in the field of information technology and distance learning.

Personnel

The Center's request for FY 2002 maintains the current level of 15 direct hire staff who are allocated as they are at present to each of the SSO teams. If workloads continue to rise in the face of a steep increase in mission requests for services, additional hands will be needed. Therefore, we have added 2 direct hire positions for FY2003. Should an increase in direct hire staff be impossible, the Center will have to increase its number of program staff positions. In this regard, we expect program staff to increase by at least three to four positions principally to provide expanded technical assistance for program design, guidance with implementation and program evaluation.

Operating Expenses

Because many missions with large education programs lack BS 60 officers, G/HCD receives many requests for technical assistance in basic education. In addition, with the rise of mission demand for higher education reform and partnerships, technical assistance with workforce development, participant training advice and telecommunications policy and applications, we anticipate a growing series of requests for staff travel. At this time, the Center is requesting a minimum of \$95,000 that will be supplemented through the use of program-

funded travel and mission contributions to the Center's travel to assist their programs. However, we are cognizant of the need to increase substantially the OE budget for travel.

R4 Control Levels

Global Bureau Center/Office	<i>FY 2000 TOTAL</i>	<i>FY 2001 TOTAL</i>	<i>FY 2002 TOTAL</i>
Democracy & Governance	<i>10,968,000</i>	<i>13,829,000</i>	<i>15,212,000</i>
Economic Growth & Govn.	<i>64,497,000</i>	<i>72,489,000</i>	<i>74,489,000</i>
Environment Center	<i>31,246,000</i>	<i>60,204,000</i>	<i>66,224,000</i>
Human Capacity Develop.	<i>12,934,000</i>	<i>11,998,000</i>	<i>13,198,000</i>
Population Health & Nutrit.	<i>259,360,000</i>	<i>335,819,000</i>	<i>345,819,000</i>
Women In Development	<i>10,000,000</i>	<i>10,000,000</i>	<i>11,000,000</i>
Prog. Develop. Stratg. Prog.	<i>1,500,000</i>	<i>1,500,000</i>	<i>1,500,000</i>
TOTAL:	<i>390,505,000</i>	<i>505,839,000</i>	<i>527,442,000</i>

Control levels only represent NOA core funds except for FY 2000, which includes new allocation of 7.675 of C/O funds.

Field Support
Global Bureau FY 2002 R4 Financial Profile
FY 1999 Actual Obligations
(\$000)

Global Bureau Center/Office: G/HCD								
Funding Mechanisms	ANE	AFR	E&E	LAC	GLOBAL	BHR	PPC	Totals
Core								
*Field Support Direct Obligations:								
Managed Org.	356	3972	476	926	979	325		7034
OYB Transfers		2000						2000
MAARDS		300		1587				1887
Non-Direct Obligations:								
Buy-ins (MAARDS)	296	3890	87	3635	0	0	0	7908
Associate Grants								0
**Other								0
Totals:	652	10162	563	6148	979	325	0	18829

* Field Support Direct Obligations must match FS database.

** Non-Direct Obligations - if Other used, please identify.

NOTE: Operating Expense Funds - M/HR - \$60,000 (managed org.)

**Field Support
Global Bureau FY 2002 R4 Financial Profile
FY 2000 Planned OYB
(\$000)**

Global Bureau Center/Office: G/HCD _____								
Funding Mechanisms	ANE	AFR	E&E	LAC	GLOBAL	BHR	PPC	Totals
Core								
*Field Support Direct Obligations:								
Managed Org.	700	8900	950	1850	1950	650		15000
OYB Transfers								0
MAARDS		600		3100				3700
Non-Direct Obligations:								
Buy-ins (MAARDS)	600	8000	200	7500				16300
Associate Grants								0
**Other								0
Totals:	1300	17500	1150	12450	1950	650	0	35000

* Field Support Direct Obligations must match FS database.

** Non-Direct Obligations - if Other used, please identify.

NOTE: Operating Expense Funds - M/HR - \$50,000 (managed org.)

FY 2000 Budget Request by Program/Country

Fiscal Year: 2000 Program/Country: G/HCD
 Approp: DA/CSD
 Scenario:

S.O. # , Title		FY 2000 Request													Est. S.O. Pipeline End of FY2000
	Bilateral/Field Spt	Total	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Health Promotion (**)	Environ	D/G	Est. S.O. Expenditures	
SSO 1: IMPROVED & EXPANDED BASIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & OTHER UNDER-SERVED POPULATIONS															
	Bilateral	8,534			8,534			0						2,200	6,334
	Field Spt													0	0
		8,534	0	0	8,534	0	0	0	0	0	0	0	0	2,200	6,334
SSO 2: HIGHER EDUCATION STRENGTHENS THE CAPACITY OF INSTITUTIONS, COMMUNITIES & INDIVIDUALS TO MEET LOCAL & NATIONAL DEVELOPMENT NEEDS															
	Bilateral	2,625				2,625								656	1,969
	Field Spt														
		2,625	0	0	0	2,625	0	0	0	0	0	0	0	656	1,969
SSO 3: TRAINING IMPROVES WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS															
	Bilateral	775				775								195	580
	Field Spt	0													
		775	0	0	0	775	0	0	0	0	0	0	0	195	580
SSO 4: EXPANDED ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES															
	Bilateral	1,000				1,000								250	750
	Field Spt	0													
		1,000	0	0	0	1,000	0	0	0	0	0	0	0	250	750
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Bilateral		12,934	0	0	8,534	4,400	0	0	0	0	0	0	0	3,301	9,633
Total Field Support		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROGRAM		12,934	0	0	8,534	4,400	0	0	0	0	0	0	0	3,301	9,633

FY 2000 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	12,934
PHN	0
Environment	0
Program ICASS	0
GCC (from all Goals)	0

FY 2000 Account Distribution (DA only)	
Dev. Assist Program	4,400
Dev. Assist ICASS	
Dev. Assist Total:	4,400
CSD Program	8,534
CSD ICASS	
CSD Total:	8,534

Prepare one set of tables for each Fiscal Year (FY2000, FY2001, FY2002)

Prepare one set of tables for each appropriation Account

Tables for DA and CSD may be combined on one table.

For the DA/CSD Table, columns marked with (*) will be funded from the CSD Account. (**) Health Promotion is normally funded from the CSD Account, although amounts for Victims of War/Victims of Torture are funded from the DA/DFA Account

FY 2001 Budget Request by Program/Country

Fiscal Year: 2001 Program/Country: G/HCD
 Approp: DA/CSD
 Scenario:

S.O. # , Title		FY 2001 Request													Est. S.O. Pipeline End of FY2001
	Bilateral/Field Spt	Total	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Health Promotion (**)	Environ	D/G	Est. S.O. Expenditures	
SSO 1: IMPROVED & EXPANDED BASIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & OTHER UNDER-SERVED POPULATIONS															
	Bilateral	5,442			5,442			0						5,800	5,976
	Field Spt													0	0
		5,442	0	0	5,442	0	0	0	0	0	0	0	0	5,800	5,976
SSO 2: HIGHER EDUCATION STRENGTHENS THE CAPACITY OF INSTITUTIONS, COMMUNITIES & INDIVIDUALS TO MEET LOCAL & NATIONAL DEVELOPMENT NEEDS															
	Bilateral	2,781				2,781								2,375	2,375
	Field Spt														
		2,781	0	0	0	2,781	0	0	0	0	0	0	0	2,375	2,375
SSO 3: TRAINING IMPROVES WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS															
	Bilateral	775				775								675	680
	Field Spt	0													
		775	0	0	0	775	0	0	0	0	0	0	0	675	680
SSO 4: EXPANDED ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES															
	Bilateral	3,000				3,000								1,875	1,875
	Field Spt	0													
		3,000	0	0	0	3,000	0	0	0	0	0	0	0	1,875	1,875
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Bilateral		11,998	0	0	5,442	6,556	0	0	0	0	0	0	0	10,725	10,906
Total Field Support		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROGRAM		11,998	0	0	5,442	6,556	0	0	0	0	0	0	0	10,725	10,906

FY 2001 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	11,998
PHN	0
Environment	0
Program ICASS	0
GCC (from all Goals)	0

FY 2001 Account Distribution (DA only)	
Dev. Assist Program	6,556
Dev. Assist ICASS	
Dev. Assist Total:	6,556
CSD Program	5,442
CSD ICASS	
CSD Total:	5,442

Prepare one set of tables for each Fiscal Year (FY2000, FY2001, FY2002)

Prepare one set of tables for each appropriation Account

Tables for DA and CSD may be combined on one table.

For the DA/CSD Table, columns marked with (*) will be funded from the CSD Account. (**) Health Promotion is normally funded from the CSD Account, although amounts for Victims of War/Victims of Torture are funded from the DA/DFA Account

FY 2002 Budget Request by Program/Country

Fiscal Year: 2002 Program/Country: G/HCD
 Approp: DA/CSD
 Scenario:

S.O. # , Title		FY 2002 Request												Est. S.O. Expenditures	Est. S.O. Pipeline End of FY2002
	Bilateral/Field Spt	Total	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Health Promotion (**)	Environ	D/G		
SSO 1: IMPROVED & EXPANDED BASIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & OTHER UNDER-SERVED POPULATIONS															
	Bilateral	5,900			5,900			0						5,900	5,976
	Field Spt													0	0
		5,900	0	0	5,900	0	0	0	0	0	0	0	0	5,900	5,976
SSO 2: HIGHER EDUCATION STRENGTHENS THE CAPACITY OF INSTITUTIONS, COMMUNITIES & INDIVIDUALS TO MEET LOCAL & NATIONAL DEVELOPMENT NEEDS															
	Bilateral	3,298				3,298								2,837	2,836
	Field Spt														
		3,298	0	0	0	3,298	0	0	0	0	0	0	0	2,837	2,836
SSO 3: TRAINING IMPROVES WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS															
	Bilateral	1,000				1,000								840	840
	Field Spt	0													
		1,000	0	0	0	1,000	0	0	0	0	0	0	0	840	840
SSO 4: EXPANDED ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES															
	Bilateral	3,000				3,000								2,437	2,438
	Field Spt	0													
		3,000	0	0	0	3,000	0	0	0	0	0	0	0	2,437	2,438
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bilateral	0													
	Field Spt	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Bilateral		13,198	0	0	5,900	7,298	0	0	0	0	0	0	0	12,014	12,090
Total Field Support		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROGRAM		13,198	0	0	5,900	7,298	0	0	0	0	0	0	0	12,014	12,090

FY 2002 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	13,198
PHN	0
Environment	0
Program ICASS	0
GCC (from all Goals)	0

FY 2002 Account Distribution (DA only)	
Dev. Assist Program	7,298
Dev. Assist ICASS	
Dev. Assist Total:	7,298
CSD Program	5,900
CSD ICASS	
CSD Total:	5,900

Prepare one set of tables for each Fiscal Year (FY2000, FY2001, FY2002)

Prepare one set of tables for each appropriation Account

Tables for DA and CSD may be combined on one table.

For the DA/CSD Table, columns marked with (*) will be funded from the CSD Account. (**) Health Promotion is normally funded from the CSD Account, although amounts for Victims of War/Victims of Torture are funded from the DA/DFA Account

Workforce Tables

Org: G/HCD																
End of year On-Board								Total	Org.	Fin.	Admin.	Con-	All		Total	Total
FY 2000 Estimate	SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2	SO/SpO	Mgmt.	Mgmt	Mgmt	tract	Legal	Other	Mgmt.	Staff
OE Funded: 1/ U.S. Direct Hire	4	2	2	3				11	2	1				1	4	15
Other U.S. Citizens								0							0	0
FSN/TCN Direct Hire								0							0	0
Other FSN/TCN								0							0	0
Subtotal	4	2	2	3	0	0	0	11	2	1	0	0	0	1	4	15
Program Funded 1/ U.S. Citizens	1	4	3	1				9							0	9
FSNs/TCNs								0							0	0
Subtotal	1	4	3	1	0	0	0	9	0	0	0	0	0	0	0	9
Total Direct Workforce	5	6	5	4	0	0	0	20	2	1	0	0	0	1	4	24
TAACS	1			1				2							0	2
Fellows		1						1							0	1
IDIs								0							0	0
Subtotal	1	1	0	1	0	0	0	3	0	0	0	0	0	0	0	3
TOTAL WORKFORCE	6	7	5	5	0	0	0	23	2	1	0	0	0	1	4	27

Workforce Tables

Org: G/HCD																	
End of year On-Board									Total	Org.	Fin.	Admin.	Con-	All	Total	Total	
FY 2001 Target	SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2	SO/SpO	Mgmt.	Mgmt	Mgmt	tract	Legal	Other	Mgmt.	Staff	
OE Funded: 1/ U.S. Direct Hire	4	2	2	3				11	2	1				1	4	15	
Other U.S. Citizens								0							0	0	
FSN/TCN Direct Hire								0							0	0	
Other FSN/TCN								0							0	0	
Subtotal	4	2	2	3	0	0	0	11	2	1	0	0	0	1	4	15	
Program Funded 1/ U.S. Citizens	1	3	2	1				7							0	7	
FSNs/TCNs								0							0	0	
Subtotal	1	3	2	1	0	0	0	7	0	0	0	0	0	0	0	7	
Total Direct Workforce	5	5	4	4	0	0	0	18	2	1	0	0	0	1	4	22	
TAACS	1			1				2							0	2	
Fellows		1						1							0	1	
IDIs								0							0	0	
Subtotal	1	1	0	1	0	0	0	3	0	0	0	0	0	0	0	3	
TOTAL WORKFORCE	6	6	4	5	0	0	0	21	2	1	0	0	0	1	4	25	

Workforce Tables

Org: G/HCD								Total SO/SpO Staff							Total Mgmt.	Total Staff
End of year On-Board									Org.	Fin.	Admin.	Con-		All		
FY 2002 Target	SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2	Mgmt.	Mgmt	Mgmt	tract	Legal	Other			
OE Funded: 1/ U.S. Direct Hire	4	2	2	3				11	2	1				1	4	15
Other U.S. Citizens								0							0	0
FSN/TCN Direct Hire								0							0	0
Other FSN/TCN								0							0	0
Subtotal	4	2	2	3	0	0	0	11	2	1	0	0	0	1	4	15
Program Funded 1/ U.S. Citizens	3	5	3	2				13							0	13
FSNs/TCNs								0							0	0
Subtotal	3	5	3	2	0	0	0	13	0	0	0	0	0	0	0	13
Total Direct Workforce	7	7	5	5	0	0	0	24	2	1	0	0	0	1	4	28
TAACS	1			1				2							0	2
Fellows		1						1							0	1
IDIs								0							0	0
Subtotal	1	1	0	1	0	0	0	3	0	0	0	0	0	0	0	3
TOTAL WORKFORCE	8	8	5	6	0	0	0	27	2	1	0	0	0	1	4	31

USDH Staffing Requirements by Backstop, FY 2000 - FY 2003

Mission: G/HCD

Functional Backstop (BS)	Number of USDH Employees in Backstop in:			
	FY 2000	FY 2001	FY 2002	FY 2003
Senior Management				
SMG - 01	2	2	2	2
Program Management				
Program Mgt - 02	1	1	1	1
Project Dvpm Officer - 94				
Support Management				
EXO - 03				
Controller - 04				
Legal - 85				
Commodity Mgt. - 92				
Contract Mgt. - 93				
Secretary - 05 & 07	1	1	1	1
Sector Management				
Agriculture - 10 & 14				
Economics - 11				
Democracy - 12				
Food for Peace - 15				
Private Enterprise - 21				
Engineering - 25				
Environment - 40 & 75	1	1	1	1
Health/Pop. - 50				
Education - 60	10	10	10	12
General Dvpm. - 12*				
RUDO, UE-funded - 40				
Total	15	15	15	17

***GDO - 12:** for the rare case where an officer manages activities in several technical areas, none of which predominate, e.g., the officer manages Democracy, Health, and Environment activities that are about equal. An officer who manages primarily Health activities with some Democracy and Environment activities would be a Health Officer, BS 50; remaining IDIs: list under the Functional Backstop for the work they do.

Please e-mail this worksheet in Excel to: Maribeth Zankowski@HR.PPIM@aidw as well as include it with your R4 submission.

OC	Resource Category Title	FY 2000 Estimate	FY 2001 Target	FY 2002 Target
11.8	Special personal services payments IPA/Details-In/PASAs/RSSAs Salaries	Do not enter data on this line.		
	Subtotal OC 11.8	0.0	0.0	0.0
12.1	Personnel Benefits IPA/Details-In/PASAs/RSSAs Salaries	Do not enter data on this line.		
	Subtotal OC 12.1	0.0	0.0	0.0
21.0	Travel and transportation of persons Training Travel Operational Travel Site Visits - Headquarters Personnel Site Visits - Mission Personnel Conferences/Seminars/Meetings/Retreats Assessment Travel Impact Evaluation Travel Disaster Travel (to respond to specific disasters) Recruitment Travel Other Operational Travel	Do not enter data on this line.		
		75.0	75.0	75.0
		20.0	20.0	20.0
	Subtotal OC 21.0	95.0	95.0	95.0
23.3	Communications, Utilities, and Miscellaneous Charges Commercial Time Sharing	Do not enter data on this line.		
	Subtotal OC 23.3	0.0	0.0	0.0
24.0	Printing & Reproduction Subscriptions & Publications	Do not enter data on this line.		
	Subtotal OC 24.0	0.0	0.0	0.0
25.1	Advisory and assistance services Studies, Analyses, & Evaluations Management & Professional Support Services Engineering & Technical Services	Do not enter data on this line.		
	Subtotal OC 25.1	0.0	0.0	0.0
25.2	Other services Non-Federal Audits Grievances/Investigations Manpower Contracts Other Miscellaneous Services Staff training contracts	Do not enter data on this line.		
	Subtotal OC 25.2	0.0	0.0	0.0
25.3	Purchase of goods and services from Government accounts DCAA Audits HHS Audits All Other Federal Audits Reimbursements to Other USAID Accounts All Other Services from other Gov't. Agencies	Do not enter data on this line.		
	Subtotal OC 25.3	0.0	0.0	0.0
25.7	Operation & Maintenance of Equipment & Storage	Do not enter data on this line.		
	Subtotal OC 25.7	0.0	0.0	0.0
25.8	Substance and support of persons (contract or Gov't.)	Do not enter data on this line.		
	Subtotal OC 25.8	0.0	0.0	0.0
26.0	Supplies and Materials	Do not enter data on this line.		
	Subtotal OC 26.0	0.0	0.0	0.0
31.0	Equipment ADP Software Purchases ADP Hardware Purchases	Do not enter data on this line.		
	Subtotal OC 31.0	0.0	0.0	0.0
TOTAL BUDGET		95.0	95.0	95.0

Supplemental Annexes

Information Annex: Environmental Impact

Almost by definition, human capacity development activities are expected to require little in the way of environmental examinations or assessments, as it is assumed that any impact on the environment as a result of education and training would be positive. Therefore, G/HCD does not currently project the need for any new or amended Initial Environmental Examinations or Environmental Assessments. To the extent that there turn out to be environmental issues not anticipated, e.g., under one of the university partnerships programs, or with respect to a telecommunications issue, the Center will, of course, flag them, and follow appropriate guidance.

To the best of the Center's knowledge, all G/HCD activities are in compliance with their corresponding IEEs, CEs, or EAs.

Information Annex: Updated Results Framework

Country/Organization Name: Center for Human Capacity Development

- a. Objective Name: Strategic Support Objective 1: Basic education, especially for girls, women, and other under-served populations, improved and expanded

Proposed newly reported indicator at SO level? No ☒ Yes ☐

IR 1.1: Basic education policies strengthened and institutional capacity built

Proposed newly reported indicator for FY2003? No ☒ Yes ☐

IR 1.2: Knowledge about formal and out-of-school basic education learning environments generated and disseminated

No ☒ Yes ☐

IR 1.3: Access to quality basic education improved through the application of educational technology

No ☒ Yes ☐

IR 1.4: The accuracy, timeliness, and accessibility of data for basic education policy and program planning improved

No ☒ Yes ☐

IR 1.5: Capacity for providing basic education in countries in crisis or transition increased

No ☒ Yes ☐

IR 1.6: Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development

No ☒ Yes ☐

-
- b. Objective Name: Strategic Support Objective 2: The contribution of host-country institutions of higher education to sustainable development increased

Proposed newly reported indicator at SO level? No ☐ Yes ☒

IR 2.1: Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives

Proposed newly reported indicator for FY2003? No ☒ Yes ☐

IR 2.2: Higher education institutions' internal management capacity increased

No ☐ Yes ☒

IR 2.3: The development capacity of other institutions increased through higher education

No ☒ Yes ☐

IR 2.4: The capacity of developing country workforce populations increased through skills that match market demand

No ☒ Yes ☐

Objective ID	Objective Name	IR Number	IR Title
935-002-01	Strategic Support Objective 2: The contribution of host-country institutions of higher education to sustainable development increased	1. SSO level; 2. Intermediate Result 2.2	1. SSO level; 2. Higher education institutions' internal management capacity increased
Current Indicator Name:		Indicator 2.0.1: Number of host country institutional responses to development needs	
Newly Reported Indicator:		Indicator 2.0.1: Number of expanded host country partnerships and intersectoral networks	
		Target Data	
2001 (Baseline)		baseline	
2002			
Current Indicator Name:		Indicator 2.0.2: Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups	
Newly Reported Indicator:		Indicator 2.2.2: Percentage of female participants in selected linkage programs	
		Target Data	
2001 (Baseline)		baseline	
2002			

c. Objective Name: Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved by training

Proposed newly reported indicator at SO level? No ☒ Yes ☐

IR 3.1: The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment

Proposed newly reported indicator for FY2003? No ☒ Yes ☐

IR 3.2: In-country training capacity increased

No ☒ Yes ☐

d. Objective Name: Strategic Support Objective 4: Access to and application of information and telecommunications services expanded

Proposed newly reported indicator at SO level? No ☐ Yes ☒

IR 4.1: Policy, law, and regulatory reforms adopted to allow improved and more affordable telecommunications services

Proposed newly reported indicator for FY2003? No ☒ Yes ☐

IR 4.2: The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved

No ☒ Yes ☐

IR 4.3: The application of information technology and telecommunications services increased to achieve development objectives

No ☒ Yes ☐

Objective ID	Objective Name	IR Number	IR Title
935-004-01	Strategic Support Objective 4: Access to and application of information and telecommunications services expanded	SSO level	SSO level
Current Indicator Name:		Indicator 4.0.1: Number of countries with publicly accessible telecommunications services	
Newly Reported Indicator:		Indicator 4.0.1: Number of countries implementing national programs to extend telecommunications services to the under-served	
		Target Data	
2000 (Baseline)		2	
2001		5	
2002		8	
2003		12	

Information Annex: Success Stories

BASIC EDUCATION

Students in Haiti Demonstrate Improved Math Skills

In Haiti, the G/HCD-supported ABEL project provided technical assistance to the USAID Mission to establish a multi-channel interactive radio pilot program. The Educational Development Corporation (EDC) provided technical assistance to develop 63 reading lessons, 84 math lessons, master reading and math plans, teacher training, and broadcasting of math lessons. The results of student testing show that the performance of the students in the experimental group (students who listened to the math lessons provided by the interactive radio programs) significantly improved over the control group. Students in the control group improved their score by 7.67 percent; students in the experimental group improved their performance by 13.17 percent, a statistically significant difference.

Joining Hands to Improve Learning in Uganda

The Improving Educational Quality (IEQ) Ugandan team hosted a National Exhibition at three schools in Kazo County, Mbarara District, Uganda. More than 900 educators from Uganda moved among the classrooms in each of the three schools to see results of the Participatory Action Research (PAR) "self-evaluation." Pupils, teachers and parents described how the schools and community are working together to convert their findings (derived from problem trees, community mapping, Venn diagrams) into actions that support the educational process. In one school with more than 600 pupils, no new buildings had been constructed for more than 40 years. In less than 18 months, using PAR, the participants moved from a reluctance to speak out at a community meeting to making presentations to visitors and national policy makers. The Minister of State for Education and Sports (Primary) spoke at the end of her tour of the schools and said "Uganda needed a country-wide initiative that called us to join hands and think and work together. IEQ brought the seed at the right time for Uganda to support Universal Primary Education (UPE)."

Improving educational data

In 1997, USAID created the Global Education Database (GED) with 122 economic and social indicators needed for education policy and program planning in over 200 countries. The most comprehensive and easily accessible database of its kind, annually updated versions of the GED are currently being distributed to nearly 3000 new users around the world each year. GED is helping nations analyze their educational status, needs, and challenges. They now have an on-line tool to compare their achievements with those of neighbors and other countries of the world.

Teachers from Brazil and the United States meet online

Brazil and the United States, under a Presidential Declaration on Education, are working together to improve education in both countries. The U.S./Brazil Learning Technologies Network (LTNet) is an interactive, bilingual web site that links educators and teachers to each other and to a dynamic clearinghouse of information on the role of technology in education. The site was officially launched in May 1999 at a national conference in Brasilia for education officials representing all 27 states with over 500 people participating and hundreds more subsequently

visiting the site. Funded by the USAID Global Bureau, LTNet was conceived by USAID in cooperation with the U.S. Department of Education, USIA, and the Ministry of Education in Brazil.

Children in Asunción, Paraguay have “all the libraries in the world.”

The Municipality of Asunción, Paraguay, with technical assistance from the G/HCD-supported LearnLink project, has established nine Community Learning Centers (CLCs) throughout the city. Children visit the local CLCs daily and tap into new educational resources, including a variety of software, CD-ROMS, and the Internet, while in many cases their schools do not even contain traditional libraries. Adults find the Centers useful and educational as well, exploring the Internet, creating presentations, and sending emails. The nine operating CLCs are serving at least 1,500 individuals per month, and 12 are expected to be established during 2000.

Improving basic education for girls in Egypt

With funding from USAID, the G/HCD-supported LearnLink project is helping to produce instructional materials, develop an interactive radio instruction (IRI) program for English-language teaching, and train teachers in support of one-room, multi-grade schools for girls. Approximately 800 teachers and supervisors have been trained in using an innovative integrated curriculum for the multi-grade single room setting.

Mobilizing for education reform in Ecuador

Education reform in Ecuador is advancing thanks to assistance from USAID's ABEL (Advancing Basic Education and Literacy) Project and the Research Triangle Institute in galvanizing education leaders in 1995 to establish the Ecuadorian District Development Support Program. This group drafted a new education law and stimulated widespread support for inclusion of education issues in the country's constitution for the first time. This has stimulated more civil society involvement in education, heightened focus on more relevant curricula, improved teacher training, increased student learning, and improved allocation of funds among levels of the educational system.

Students promoting AIDS awareness in Malawi

The ABEL (Advancing Basic Education and Literacy) Project pilot social mobilization campaign for AIDS awareness in Malawi trained adolescent boys and girls to spread the word on risky practices to their peers. The six-month effort, jointly sponsored by the ministries of health and education, reached 15,800 persons, and uncovered traditional social practices linked to tribal initiation rites. Multi-partner unprotected sex is being publicly questioned for the first time, re-use of unclean vaccination needles is being suspended, and wife-lending behaviors are changing. A Malawi NGO is continuing and expanding the work.

Moroccan private sector supports girl's education

Leaders from the Moroccan private sector who attended a USAID co-sponsored international conference, "Educating Girls: A Development Imperative," were so impressed with what they might do for girls and other disadvantaged primary school students that upon their return, they held a conference on "Enterprise and Education: A Development Imperative." As a result of that conference two working groups were formed, one of which has pledged from 1,400 businesses to work with 660 needy schools to improve the quality of education for girls and boys.

The following illustrates the continuing impact of programs conducted in past decades.

Long-term impact of adult literacy programs in Ecuador

The field coordinator of an adult literacy project in Ecuador in the 1970s located individuals in the original target audience and asked them what differences the project made in their lives. As important as literacy and numeracy, they said, was a new sense of self-empowerment, which has led to their standing up for individual and community rights and increased ability to negotiate with government bureaucracy. Many of the village facilitators have continued to work on behalf of their communities. One campesino summed up the overall feeling: "This program wasn't just a historical fact without consequences. Its force continues because we learned to be fuller human beings. When that happens it is difficult to forget."

HIGHER EDUCATION AND WORKFORCE DEVELOPMENT

Supporting software development and job creation in Jamaica

Jamaica has launched a program to train computer programmers to meet the large shortfall in programmers for U.S software companies, estimated at 200,000. Furman University and the University of the West Indies, with a grant from the Association Liaison Office for University Cooperation in Development under a cooperative agreement with G/HCD, are establishing a capacity at the Caribbean Institute of Technology for producing 2,000 programmers within the next decade, with jobs guaranteed at the end of the ten-month course. Because Jamaica has a telecommunications infrastructure and a literate and largely English-speaking workforce, it offers a promising location for the development of an offshore software industry to relieve Jamaica's dependence on tourism. If the institute succeeds, the Caribbean will be known for sun, sand -- and software.

Developing and marketing weaning foods through Kenyan cooperatives

At least one-third of Kenyan children suffer malnutrition during weaning. Pennsylvania State University, Tuskegee University, and the University of Nairobi have worked with 88 women's groups in Kenya to develop and market culturally appropriate weaning foods through cooperatives. This collaboration has fostered two Nutribusiness Cooperatives with over 1,000 rural women members.

Applying workforce development strategy in Egypt

USAID is helping Egypt create a more competitive industrial environment by moving towards targeted workforce development responsive to market needs. By focusing on selected industry clusters, such as horticulture, information technology, and tourism, Egypt is creating alliances between business and training organizations to pilot new training models aimed at providing more appropriate job preparation for youth. The Egyptian government is enthusiastic about the potential of this approach for filling unmet skills needs and for making progress in alleviating youth unemployment. Application of a new workforce diagnostic tool fosters a view in industry of workforce as an investment, not just a cost.

TRAINING

Strengthening environmental protection in Panama

Panamanian officials took advantage of a series of USAID-sponsored training programs on environmental management of the Panama Canal watershed to draft legislation, putting teeth into the nation's environmental laws. The draft bill is being submitted to the National Assembly by some of the program participants, as part of a new five-year Strategic Plan, to set up a new Prosecutorial Unit within the Ministry of Justice to enforce environmental protection laws. Fines collected by the new unit would be used to improve conditions within the watershed.

Training leads to performance improvement in Romanian social service sector

Participants in various social service management and public relations courses returned to Romania and achieved some remarkable successes. They drafted a new Code for Children, modified the Education Law for Children with Special Needs to promote mainstreaming, contributed to legislation for the reorganization of the Institute for Child Protection, and drafted two bills on public service announcements and the sale of tobacco to minors. In more than one case, officials transformed "foundling homes" into placement centers based on the U.S. foster family system observed during U.S. training, organized non-residential day-care centers for children with handicaps, and created maternal centers for under-aged mothers rejected by their families. One county official took up the cause of homeless children and obtained funding from the Danish government to establish the "Club of Street Children."

NGO strengthened to support children with special needs in Romania

With the responsibility for social services increasingly devolving to the local level, NGOs are utilizing skills from training courses to encourage local volunteerism. A board member of an NGO supporting community integration of children with special needs applied social mobilization lessons to recruit "resource people," including high school volunteers for a Big Brother/Big Sister program and elderly volunteers for home care.

Innovative training improves Albanian NGOs

A U.S. training of trainers course substantially increased the capacity of an Albanian training NGO to use modern training techniques. It resulted in improved management of the organization and tries to obtain new funding while imparting practical skills to attract and motivate volunteers. The NGO used these skills to train ten other NGOs in training methods and organizational management.

New legislation opens alternative health care for the elderly in Croatia

As part of the movement away from government monopoly of care of the elderly, the head of the Department of Social Welfare attended a program designed to introduce the variety of options available in the U.S. Participants saw various non-governmental approaches to nursing and at-home family care. Upon returning home, one participant coordinated and chaired a Ministry Working Group of twelve professionals, which drafted a bill passed unanimously. The law permitted private persons to open homes for the elderly, furnish at-home care, and provide a wide range of other services. The "agent of change" in this endeavor attributed her success to the USAID training program. Now that the law has been changed, further training will follow on implementation.

Fighting drug addiction in Slovakia

In response to the alarming increase in drug addiction among youth, Slovakian officials participated in a U.S. training course on combating the spread of addiction and on treating addicts. The Vice-Director of a drug rehabilitation clinic in the town of Zilina saw many practices in the U.S. that he found suitable for Slovakia. Upon return, he organized an education campaign, modeled on the D.A.R.E. program, which emphasized getting the message out to youngsters about the negative effects of drug usage. As a result, university and secondary school students there are participating in drug education and prevention programs for the first time. Former addicts and respected leaders of the community are being brought in to spread the message. The returned participant is working with local officials to build a new outpatient clinic as well as an in-patient hospital for 30 addicts. He is working to arrange for American experts to come to conduct in-country training courses for colleagues.

Additional training successes are reported under other sections.

INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

USAID/State Telecommunications Leadership in the Caribbean

In conjunction with the LAC Bureau, the State-USAID Telecommunications Leadership Program funded a series of workshops in telecommunications regulation for the countries of the Organization of Eastern Caribbean States (OECS), which also included non-OECS members Jamaica and Trinidad. The Center for Strategic and International Studies conducted the workshops using experts from the Federal Communications Commission and elsewhere. The workshops enabled the participants to discuss strategies for negotiations with monopoly common carriers. Subsequently, on September 30, 1999, Jamaica succeeded in re-negotiating its contract with Cable-and-Wireless to introduce a full liberalization of the telecommunications sector, starting with the issuance of an open tender for two mobile wireless providers.

High tech family planning in Jamaica

The G/HCD-supported LearnLink project created a computer and communications network throughout the National Family Planning Board (NFPB) offices in Jamaica. The network links the Kingston headquarters, four regional offices, nine parochial offices, three family planning clinics in 12 remote locations, and a total staff of 88 throughout the country. Thanks to vastly improved communications, NFPB more efficiently disseminates information and builds greater family planning awareness.

Women in Ghana go online

In Ghana, the G/HCD-funded LearnLink project has established three telecenters within NGOs in Accra, Kumasi, and Cape Coast. The centers have strengthened the NGOs' internal organization as well as their impact in the community. Occasional training sessions and public seminars have attracted people by the hundreds. One seminar, for example, tackled the tricky issue of gender equity in technology. To encourage awareness among women of the information technologies available at the center, a highly publicized "Women's Week" attracted 212 women from all walks of life. Teachers, bankers, health workers, traders and members of NGOs sent and received emails, consulted web sites on the Internet and explored CD-ROMs. Since then, the number of women visiting the centers has increased, and special weeks focusing on other community groups are being planned.

U.S. Telecommunications Training Institute (USTTI) prepares managers and leaders

During FY99 USAID funds supported USTTI to train 500 participants (94 participants with USAID funds from 31 countries). For the first time ever, three top Laotian officials participated in the USTTI program. These three officials have very influential positions within their government, and their training is expected to have a significant impact on the entire country. Overall, 29 (31%) of the 94 USAID-funded trainees were women, a new high in gender equity for the program. Looking at the long term, at the recent World Trade Organization meeting over 50 USTTI graduates were members of delegations bringing their expertise to bear on discussions important to U.S. policy.

Additional Annex 1: Primary School Enrollment Ratios, Gender Equity Ratios, and Retention Rates in Countries with USAID Basic Education Programs

Country	Gross Enrollment Ratio			Country	Gross Enrollment Ratio			Country	Gross Enrollment Ratio		
	Total				Total				Total		
Africa	1980	1990	1995-7 [#]	Asia/NE	1980	1990	1995-7 [#]	Latin America	1980	1990	1995-7 [#]
Benin	67	58	78	Egypt	73	94	101	El Salvador	75	81	93
Ethiopia	37	33	38	Morocco	83	67	86	Guatemala	71	78	88
Ghana	79	75		Nepal	86	108		Haiti		48	
Guinea	36	37	48					Honduras	98	108*	
Malawi	60	68	134					Jamaica	103	101	100
Mali	26	26	45					Nicaragua	94	94	103
Namibia		129	131					Peru	114	118	123
S. Africa	90	122	131								
Uganda	50	75	74								
Zambia	90	99	89								
AFR Average**	60	70	79	ANE Average**	77	89	96	LAC Average**	96	94	107
				WORLD AVERAGE**	72	80	88				

Data are from the 1999 Global Education Database (GED), which uses the most recent data from UNESCO. A blank space means that the data is not available. Note that data from 1997 is the most recent data available from UNESCO (and from the GED) in early 1999.

*Data is from one to two years earlier or later than the year indicated at top of table.

[#]All data are from one of the years within this range

Additional Annex 2: Supplementary Comments to Indicator 2.3.2, Institutional Improvements Attributable to U.S.-Educated Leaders

3 Democracy and Governance: technical review of the Constitution and other laws (Malawi); regional strategy to strengthen NGOs developed and implemented (Mozambique); 20 community-based associations built organizational capacity (Uganda).

11 Economic Growth and Agricultural Development: improved the managerial capabilities of Woreda district officials (Ethiopia); improved Chamber of Commerce's capacity to advocate (Ethiopia); 300% increase in calf crop (Guinea); development of livestock and meat grading system (Mali); facilitated negotiations between government and donors on the distribution of aid (Mali); implemented a smallholder cashew monitoring survey (Mozambique); business development has expanded tax base (Namibia); improved management systems in small businesses (Niger); first agricultural census conducted (Senegal); international trade encouraged through expanded access to commercial credit (Senegal); national export promoted (Senegal).

3 Environment: increased productivity of community land (Madagascar); improved shrimp export through better aquaculture (Madagascar); new techniques cut the costs of conducting forest cover surveys and improved forest monitoring efforts (Malawi).

12 Human Capacity Development: development of course in research methods improved Department of Demography at Kinshasa University (Democratic Republic of Congo), introduction of African Philosophy course at University of Ghana (Ghana), home economics curriculum revised for primary and secondary schools (Kenya), justified increasing national government budget for instructional materials (Malawi); new textbooks written and distributed (Nigeria); new schools for students with disabilities and special training for instructors (Nigeria); engineering curriculum enhanced at University of Lagos (Nigeria); curriculum restructured to focus on outcome-based education at School of Business Management at the Technikon South Africa (South Africa); broadened recruitment efforts in the Accounting Department in the College of Business of the Mangozuthu Technikon (South Africa); on-line courses offered through the National School of Public Health (South Africa); restructured financing of higher education (Tanzania); community-based rehabilitation program for prevention, rehabilitation and integration for disabled implemented (Tanzania).

4 Population, Health, and Nutrition: training of Lecturers of Health Training Institutes (Africa Region), sociological research conducted on HIV/AIDS (Democratic Republic of Congo), trained health professionals using student-centered learning techniques learned in US (Mozambique); improved sensitivity of government to the needs of the disabled (South Africa).